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ABSTRACT

This training manual introduces school food service, child nutrition program goals, and programs in Michigan. It also studies food service backgrounds, noting, for example, that "penny lunches" began in Philadelphia in 1894 and that Holland was the first country--in 1900--to legislate school lunches, as well as legal activities over the years. The legislative process underlying child nutrition programs is examined in lesson 3, while specific regulations for children's summer feeding, child care feeding, elderly nutrition, and other programs are covered in lesson 5. Lesson 6 addresses the roles and tasks of federal, state, intermediate, and local agencies; and lesson 7, those of local administrators and food service personnel. Trends and predictions are discussed in lesson 8, and progress tests with answer keys given in lessons 4 and 9. Handouts ranging from organization charts to community action suggestions, class activities, further references, sources for resource persons, and appendixes are included. (KS)

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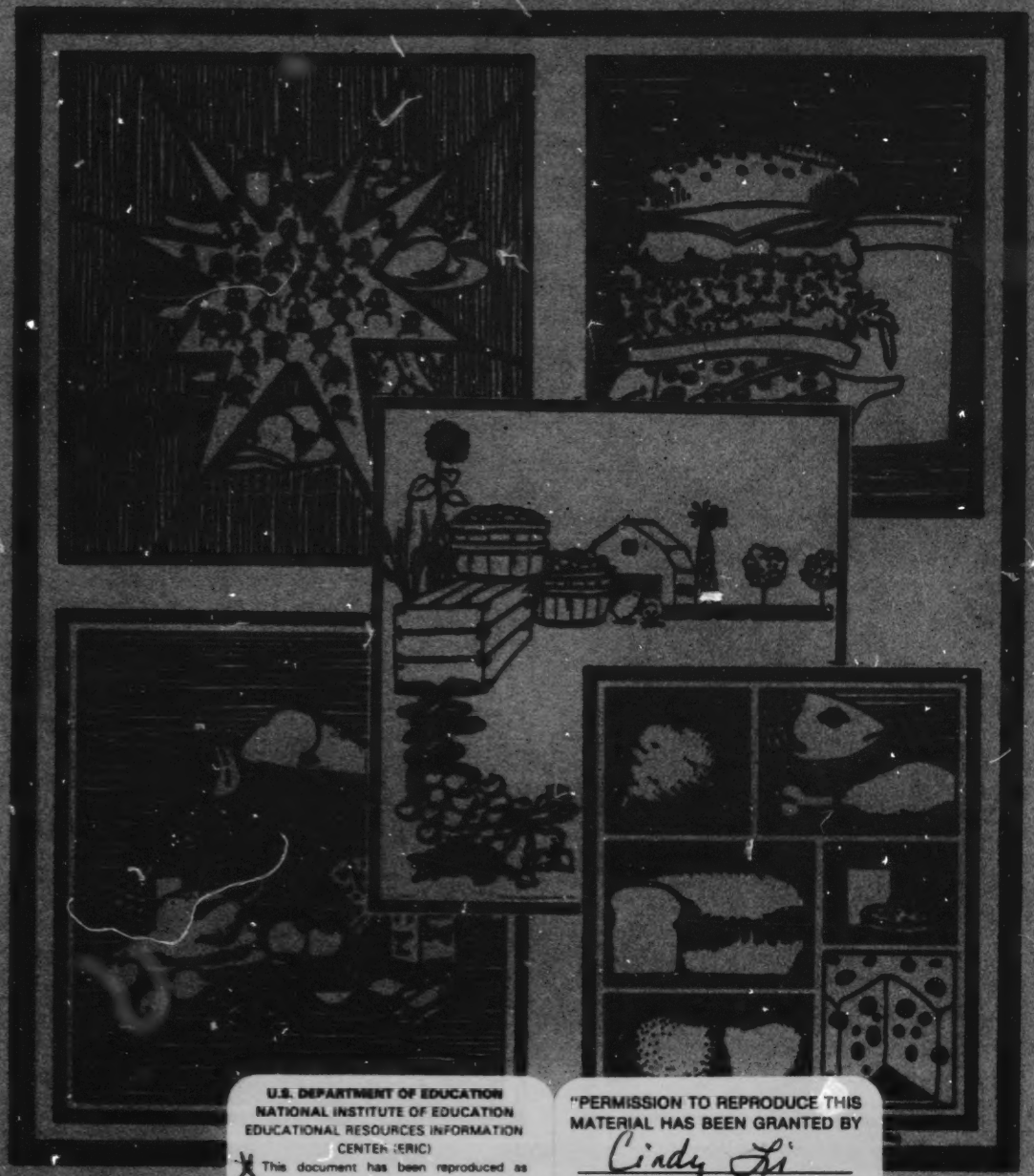
Introduction to SCHOOL FOOD SERVICE

Michigan School Food Service Training Manual



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INTRODUCTION TO SCHCOL FOOD SERVICE

Lesson 1

A. GOAL OF THIS LESSON

The goal of this lesson is to outline the goals of the Child Nutrition Programs and to describe each of the programs currently available in Michigan.

B. PURPOSE OF THIS LESSON

After completing this lesson the participants should be able to:

1. Identify the two main goals of the Child Nutrition Program.
2. Identify the 4 main programs operating within the Child Nutrition Program and describe their major roles.

C. INSTRUCTOR PREPARATION FOR CLASS ACTIVITIES

1. At least 10 weeks before showing, locate and arrange for the film strips required for this lesson.
   a. "Food As Children See It." Discusses nutritional needs of preschoolers and how to make a variety of foods appealing. 14 min. filmstrip. General Mills Consumer Center, Minneapolis, MN, 1973. Free loan. $15.00 purchase.
   b. "Food For Older Folks." Filmstrip and Cassette tape. Dosix Audio Production, TM Double Sixteen Co., Box 1616, Whaton, IL 60187, $16.50.
2. Contact any resource person(s) needed by telephone and in writing at least four weeks in advance of the scheduled lesson. The resource person(s) should be alerted to:
   a. The target audience and background of participants including education and work experience.
   b. The number of participants expected.
   c. The goal(s) and purpose(s) of the lesson and topics to be covered.
3. Recontact the resource person(s) one week before class to confirm date, time and location of lesson. Determine if special equipment or other requirements will be necessary.

4. Write a note to the resource person(s) thanking them for their participation after completing the lesson.

5. Duplicate sufficient copies of the handout.

D. KEY WORDS USED IN THIS LESSON

School: means an education unit of high school grade or under, operating under public or nonprofit private ownership in a single building or complex of buildings. The term "high school grade or under" includes classes of preprimary grade when they are conducted in a school having classes of primary or higher grade, or when they are recognized as a part of the educational system in the State, regardless of whether such preprimary grade classes are conducted in a school having classes of primary or higher grade.

Child: means a student of high school grade or under, including students who are mentally or physically handicapped as defined by the State and who are participating in a school program, or persons under 21 chronological years of age.

Commodity Short Fall: money given to schools when USDA has not purchased commodities up to guaranteed levels.

"Cash in Lieu of" Commodities: cash given to sponsors of food service programs (usually day care and senior citizen sites) "in lieu of" receiving commodities.

Section 6 - Public Law 369 - 79 Congress National School Lunch Act

(USDA): commodities purchased only for use in schools under contract with Food and Nutrition Program, Michigan Dept. of Education

Section 32 - Public Law 320 - 74 Congress Aug. 1935

(USDA): commodities purchased by USDA that help remove surplus quantities

Section 416 - Agricultural Act 1949

(USDA): commodities purchased by USDA to give price support to various food products

Section 709 - Food and Agricultural Act of 1965

(USDA): commodities specifically dairy products purchased by U.S.A.

E. REFERENCES

1. National School Lunch Act and Child Nutrition Act of 1966, as amended, October 7, 1975. Public Law 94-105.
2. Van Egmond-Pannell, D. School Food Service. Second Edition. Westport, CT: The AVI Publishing Co., 1981. Chapter 1. ($17.00)
3. Neill, C.A. 1981. The role of school food service in child nutrition. Food and Nutrition News. 52(3):1-4.

F. SUGGESTED SOURCES FOR RESOURCE PERSONS

Food Service Consultant from your Intermediate School District.

Food Service Consultant from the Michigan Department of Education's, Food and Nutrition Program.

LESSON 1 : INTRODUCTION TO SCHOOL FOOD SERVICE

LESSON CONTENT	CLASS ACTIVITY
A. Goals of Child Nutrition Programs	
1. One goal is to provide students with a good, nutritious, acceptable meal. a. The lunch meal is designed to provide approximately 1/3 of the daily nutrient requirement and should help the students be alert for their daily studies. b. The breakfast meal is designed to provide approximately 1/4 of the daily nutrient and gives students a beginning for a concentrated day at school. c. Meals should be made from quality ingredients designed to help maintain, improve and protect the health of students. d. The meal should be provided at the lowest possible charge to paying students and should be available at low cost or no cost to low income students. e. The food service program should provide a variety of menu items. Eating a variety of food will help develop students' eating habits and will also provide a range of nutrients to them.	As an introduction to the topic of school lunch and feeding children, show: 1. Food as Children See It (3-6 yrs. old)
2. Another goal is to educate students about food and nutrition. Education goals should coordinate social and educational objectives because child nutrition programs should be more than just an eating experience. The program: a. Can increase the number of children food prefe.ences.	On the chalk board list typical classroom subjects such as math, social studies, science, English, art and others. Lead a discussion on how these various subject areas could be combined with projects involving the school feeding program. For example, the

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LESSON CONTENT	CLASS ACTIVITY
b. Can develop sound eating habits and food appreciation. c. Can be learning laboratory for nutrition education and other subjects such as math, social studies, and chemistry. 3. Child Nutrition Programs may provide other benefits too. a. In some instances they can provide vocational training experiences for students wanting to learn job skills for entry-level positions in the food service industry. b. School food service can play a major role in disaster feeding when civil or natural emergencies arise. c. In many communities senior citizens benefit from Child Nutrition Programs by eating a meal each weekday at a local school. B. There are several Child Nutrition Programs available including: National School Lunch Programs Special Milk Program School Breakfast Program Commodity Distribution Program Summer Food Service Program for Children Administered by Midwest Regional Office of USDA, Food and Nutrition Service Child Care Food Program A brief review of each of these programs is provided.	physical education students might study the number of calories used in various forms of sport. They could calculate the calories in an upcoming school lunch menu and post signs beside menu items telling calories and exercise equivalents. For example: This apple will help you jog for 10 minutes.

LESSON 1 : INTRODUCTION TO SCHOOL FOOD SERVICE

LESSON CONTENT	CLASS ACTIVITY
1. The National School Lunch Program a. The goal of the National School Lunch Program, is in part, to "safequard the health and well-being of the nation's children." To do this the original Type A lunch pattern was developed in 1946. In 1980, the Type A lunch pattern was replaced with a new meal pattern. Periodically the meal requirements are reviewed and changed, based on new research regarding nutritional needs of children. Guidelines for amounts of foods needed to meet the needs of other age groups are available and discussed in detail in the manual entitled Menu Planning. b. Participating schools in Michigan have obligations in addition to serving the lunches which meet specific requirements. They must: (1) Serve meals free or at reduced prices to needy students according to policies developed and approved by the Michigan Department of Education, Food and Nutrition Program, (2) Keep records of all income and expenses for reporting to the Michigan Department of Education, Food and Nutrition Program, (3) Agree not to discriminate against any child on the basis of race, sex, color, or national origin. c. The lunch menu pattern is similar to the "Basic Four" food guide with which many people are familiar:	Using Handout #1-1 review the changes in the school lunch pattern over the years. Older employees participating in the session may recall some of these changes and may be able to discuss the impact of these changes on food preparation and food acceptance by children.

LESSON 1 : INTRODUCTION TO SCHOOL FOOD SERVICE

LESSON CONTENT	CLASS ACTIVITY
(1) The lunch pattern divides foods into 4 groups: 1) meat/meat alternate, 2) vegetable/fruit, 3) bread and 4) milk. (2) By dividing foods into separate groups, and by determining servings of food needed from each group each day, it is easier for people to make sure that they eat the right foods in the right amounts. (3) The school lunch pattern has withstood the test of time. While some minor changes have been made over the years; food grouping patterns have proven to be valuable aids for persons concerned with proper eating habits. 2. The School Breakfast Program a. The School Breakfast Program is designed to provide nutritious breakfasts to children who would not otherwise receive them. b. The requirements for this meal include milk, fruit or juice, bread or an equivalent, and protein foods when possible. Details of these requirements are discussed in the manual on Menu Planning. c. Schools in Michigan participating in the School Breakfast Program must do several things including: (1) Serve breakfast free or at reduced prices to needy students who qualify, and (2) Keep records of all income and expenses for reporting to the Michigan Department of Education, Food and Nutrition Program.	

LESSON CONTENT	CLASS ACTIVITY
(3) Comply with all regulations governing the program (4) Serve nutritional breakfasts which meet program requirements. 3. Child Care Food Programs a. The program is authorized by Section 17 of the National School Lunch Act to improve nutrition among children enrolled in day care. The program may be a day care center, child care facility or a day care home but all public or private operations must be licensed with the Department of Social Services. b. To be approved for the program, each institution and each site must: (1) Be a public or private non-profit organization. (2) Be tax exempt or applied for tax exempt status under Internal Revenue Code of 1954. (3) Have a program available to children regardless of race, sex, creed or national origin. (4) Be financially and administratively responsible for total program. (5) Conduct a non-profit food service operation. (6) Be non-residential 4. The Special Milk Program a. The Special Milk Program is designed to encourage fluid milk consumption by selling milk	13

LESSON CONTENT	CLASS ACTIVITY
to paying students at the lowest possible price and serving milk at no charge to students eligible under specific income guidelines. This program is not only available to schools and child care facilities not participating in the National School Lunch Program (NSLP), School Breakfast Program (SBP), or Child Care Food Program (CCFP). b. Milk served under this program must meet certain requirements: (1) The milk must be unflavored or flavored fluid type. (2) Can be whole, skim, or lowfat milk or buttermilk. (3) Must also meet all applicable state and local standards for these types of milk. c. This milk program provides federal assistance for all milk that is purchased for service as a beverage by the school with the following exceptions: (1) The first ½ pint of milk served as part of a school lunch or breakfast program, and any milk served to adults. (2) The school does not participate in either the National School Lunch, School Breakfast, or Child Care Food Program. 5. Commodity Distribution Programs a. This program is designed to make nutritious, donated foods available to eligible schools and other nonprofit private or public institutions and agencies such as mental health	

LESSON 1 : INTRODUCTION TO SCHOOL FOOD SERVICE

LESSON CONTENT	CLASS ACTIVITY
facilities, prisons and jails. Senior citizen programs receive "cash in lieu" of commodities. b. This program now guarantees states a minimum national average value of donated foods (commodities) or cash payments (commodity short fall) if the guaranteed value of donated foods is not distributed. This support is given in addition to cash reimbursements which a school (see definition under Key Words) receives under other Child Nutrition Programs such as breakfast and lunch reimbursements. c. Foods purchased under authority of the National School Lunch Act can be donated to schools (see definition under Key Words) offering School Lunch and Breakfast Programs. d. Foods purchased under authority of USDA Section 32 (surplus removal), Section 416 (price support and Section 709 (conditional purchasing) authorities are available to schools regardless of whether they participate in the Child Nutrition Program. 6. Summer Food Programs a. These programs extend benefits similar to the School Lunch Program to other agencies such as summer recreation programs including camps and migrant programs. b. Participating programs in Michigan must do several things including: (1) Serve nutritional meals and supplemental foods which meet program requirements	20

LESSON 1 : INTRODUCTION TO SCHOOL FOOD SERVICE

LESSON CONTENT	CLASS ACTIVITY
(2) Serve free meals to participants (3) Keep records of all income and expenses for reporting to the Midwest Regional Office of USDA Food and Nutrition Service. NOTE: This program is not administered by the Michigan Department of Education.	
7. Other Food Service Related Programs a. Some schools provide meals for Senior Citizens either at noon or in the evening. This federally funded program must meet the meal requirements of Title III-C and is supervised and administered in Michigan by Office of Services to the Aging (Department of Management and Budget). This program receives cash in lieu of commodities the rate being determined by the Offices of Services to the Aging. b. Schools can be subcontracted by other agencies in the area to provide meals for Day Care Centers, Headstart and Youth Camps. The cost of this service is determined by school and includes food, labor and management expenses.	As an introduction to the topic of feeding senior citizens and understanding the problems they face, show the following film strip: "Food For Older Folks". Ask the director of your districts's school food service department to come and discuss the various programs offered in your district. Discuss how these programs began and what new or additional programs are seen as possible additions in the future.

HANDOUT #1-1

SCHOOL LUNCH PATTERN - CHANGES THROUGH THE YEARS

Year	Components	Commentary
1946	2 oz. meat or meat alternate 3/4 c. fruit or vegetable or combination 1 slice of bread or equivalent 1/2 pt. milk, whole fluid 2 teaspoons butter	
Aug. 1946	called Type A lunch 2 oz. meat or meat alternate 3/4 c. fruit or vegetable or combination 1/2 pt. milk, whole fluid 2 t. butter or margarine	In an effort to decrease the animal fats in the diet the fat requirements was changed to include margarine
1976-June	2 oz. meat or meat alternate 3/4 c. fruit or vegetable or combination 1 slice of bread or equivalent 1/2 pt. milk, whole fluid butter or margarine optional	Due to an interest in decreasing overall fat in the diet, the fat requirement was completely deleted.
1977	3 oz. of meat or meat alternate for high schools	Larger meat requirements became an option due to needs of high school aged children
1979	Delete the word Type A and call it School Meals.	
1980	meat or meat alternate 1½-2 oz. (3-9 years) 3 oz. (12 years & older) 2 or more servings of fruit or vegetable or both 1/2 c. (3-8 years old) 3/4 c. (9 and older) Bread or bread alternate per week 8 (3 to 11 years) 10 (12 years and older) 1/2 pt. milk (low fat)	Again to encourage a decreased fat level, low fat milk was substituted for whole milk offering other types of milk (whole, chocolate or others are optional). Rice and pasta, bulgar grits were added as acceptable bread alternates. Meat portions more decreased for younger children to more readily reflect their needs.

Lesson 2 HISTORY OF CHILD NUTRITION PROGRAMS

A. GOAL OF THIS LESSON

The goal of this lesson is to study the background of school food service programs and how the present laws and regulations evolved.

B. PURPOSE OF THIS LESSON

After completing this lesson the participants should be able to:

1. Discuss how school food service programs had their beginnings in the United States and other countries, and
2. Understand the provisions of the federal laws which specify procedures for providing meals to all school children.

C. INSTRUCTOR PREPARATION FOR CLASS ACTIVITIES

1. Duplicate sufficient copies of handouts.
2. Contact any resource person(s) needed by telephone and in writing in at least four weeks in advance of the scheduled lesson. The resource person(s) should be alerted to:
   a. The target audience and background of participants including education and work experience.
   b. The number of participants expected.
   c. The goal(s) and purpose(s) of the lesson and topics to be covered.
3. Decide if the development of local historical information will be done by the instructor prior to this lesson or if the class participants will all be given portions of this assignment to do individually. If the instructor wishes to do it, several weeks of research will be required to gather the appropriate information. If the participants are to be involved, decide in advance just what part each one will do based on individual capabilities. Working in pairs may be preferred by participants while completing the research for the historical report.
4. Collect old community records for class activity, p.23.

E. REFERENCES FOR ADDITIONAL INFORMATION

1. Flanagan, T. "School Food Services," Education in the States: Nationwide Development Since 1900, Volume II. Washington, D.C.; National Education Association of the United States, 1969, Chapter 12.
2. Gunderson, G.W. 1971. The National School Lunch Program: Background and Development. FNS 63, U.S. Government Printing Office, Washington, D.C.
3. National School Lunch Program. Code of Federal Regulations (USDA, 7 CFR, Part 210) U.S. Government Printing Office. Jan. 1, 1980. Make sure these are the most current available.
4. Van Egmond-Pannell, D. School Food Service. Westport, CT; The AVI Publishing Co., Inc., 1981. Chapter 1.
5. Gunderson, G.W. 1971. In the beginning. School Food Service J. 25(6):17-30.

F. SUGGESTED SOURCES FOR RESOURCE PERSONS

1. Food Service Director in your district.
2. The Food Service Consultant from your Intermediate School District.

LESSON 2 : HISTORY OF CHILD NUTRITION PROGRAMS

LESSON CONTENT	CLASS ACTIVITY
A. School food service programs such as we have in this country today are the result of almost 200 years of development which began in Europe in the late 1700's and continues through the present. 1. Germany - In 1790, Count Rumford established the Poor People's Institute, a program for the poor unemployed adults who were required to work for food and clothing. Their children were also required to work part-time and study part-time. The food served consisted of various soups made from potatoes, barley or peas. Meat was too expensive to be included. Count Rumford was constantly seeking ways to provide the best nutrition for the lowest cost possible. By the late 1800's, many of the cities in Germany subsidized private or school societies to supply free textbooks, clothing and food to needy children. "Vacation Colonies" for poor city children were the forerunner of today's summer camps. A bill introduced by the German government to provide school meals in all cities was defeated because officials feared people would move to the cities to take advantage of such a program. 2. France - Individuals, societies and some cities furnished funds for school meals, often at 2¢ for those who could afford to pay and free for those unable to pay. The minister of public instruction requested that schools give special attention to nutrition in the classroom.	Handout #2-1 and 2-2 may be used as discussion aids, a place to take notes, and completed within class time.

LESSON 2 : HISTORY OF CHILD NUTRITION PROGRAMS

LESSON CONTENT	CLASS ACTIVITY
By 1879, Paris had canteens in all school districts with the city eventually bearing all costs. A system of lunch tickets protected the anonymity of children receiving free meals. In this program teachers supervised the lunch program and were paid 25¢ per day. 3. Holland - In 1900, Holland became the first country to adopt national legislation specifically to provide school lunches. Cities were authorized to supply food and clothing to both public and private school children who did not attend school regularly because of a lack of these items. 4. England - The provision of Meals Act of 1905, required local school authorities to provide food so that children could "take full advantage of the education provided for them." The meals were to be available to all students with a charge for those who could pay. The lack of proper nourishment was seen as the most serious reason for lack of physical fitness. Three out of 5 men seeking enlistment in the Army were found to be physically unfit. By 1914, meals were served through vacation periods (like present day summer feeding programs) and in 1934, a milk program similar to our today was established. 5. Switzerland - Lunches were used as encouragement to attend school for children who lived long distances away. Teachers enthusiastically supported the programs because of better attendance, improved attention and better scholastic work.	26

LESSON CONTENT	CLASS ACTIVITY
Dr. Erismann from Zurich studied the lunches found them nutritionally inadequate, and recommended that they should be full nourishing meals. Each lunch for a 10-year old should include: 816 calories (considered one-half of the child's daily needs), with 40 grams protein, 26 grams fat and 100 grams carbohydrate. A "proper variety should be insisted upon" when fulfilling these requirements.	
B. Many developing countries also have school feeding programs. A few interesting examples are the following:	
1. Morocco - Most schools have playgrounds, but in Morocco the children have gardens instead. They take great pride in these gardens and enjoy the competition in food production as much as they would sports. The foods produced are used to supplement the main meal which is served at the school. A typical lunch would include soy-fortified maize and vitamins mixed with oil, beans and peas. This soup would provide the main meal of the day. Families that cannot pay for lunch, the mothers spend time working in the kitchen or garden. Other menu choices might be dried fish, chili, garden vegetables and bulgar wheat.	
2. Lesotho (Africa) - Here's a new menu: mix vitamin and soy-fortified maize with oil, a few beans and peas, and boil. This soup provides the main meal for many Lesothan children, at a cost of about 70¢ (U.S.) per year. Mothers of children too poor to pay this fee work in the garden or assist in the	

LESSON 2 : HISTORY OF CHILD NUTRITION PROGRAMS

LESSON CONTENT	CLASS ACTIVITY
preparation of this soup or other mean items such as a mixture of dried fish, butter, chili, vegetables and bulgar wheat. 3. Bhutan (India) - One of the main problems in this country is food deliveries which arrive by porter carrying 50 pound packs for a journey as long as 7 days. 4. Chili - Free breakfast and lunches have been provided to low-income children in Chili since the late 1920's. 5. Philippines - Children are taught to plant and cultivate gardens at school, and the produce is used in the school meals. This educational tool provides experience for children as well as creates interest and direction for parents to do the same. The children learn about food preparation by assisting in the meal production. C. School Food Programs in the United States: 1. Philadelphia - "Penny lunches" were started as early as 1894, by an outside organization. Dr. Herrick, principal of a girls' high school, convinced the School Board to establish a Department of High School Lunches, based on sound principles of nutrition and under the direction of a home economics graduate. By 1915, both elementary and secondary schools had lunch programs operated by this department on a self-supporting basis with the Board supplying the original equipment, light, heat and gas.	28

LESSON 2 : HISTORY OF CHILD NUTRITION PROGRAMS

LESSON CONTENT	CLASS ACTIVITY
2. Boston - In 1908 an organization began serving high school lunches using a central preparation kitchen and transporting food to participating schools. The elementary schools began with 2 day per week sandwich and milk lunches prepared by home economics students. There were no lunchrooms so students ate at their desks. There was also a school lunch advisory committee to set policies for the program. 3. Milwaukee - Penny lunches (all the soup and rolls you could eat) started in specific schools where both parents and many students worked. The meals were free to those who couldn't pay. The Board failed to pass a proposal to support school lunch district wide because they thought it would encourage parents to be neglectful of their children and would shift parental responsibilities to the municipality. 4. New York - Experimental 3¢ lunches in New York City were considered beneficial because of students' weight gains over those students without such a lunch program. By 1920, the New York Board of Education expanded the original lunch program to all schools, operating them on a self-supporting basis. 5. Cleveland - In 1909, breakfast was available at only one elementary school. Later the program was expanded to other special education classes and special education schools. The School Board later contracted with outside groups to furnish lunches at a set price per child per day.	

LESSON CONTENT	CLASS ACTIVITY
Prior to lunchrooms being installed in the high school in 1909, "lunch wagons" had been visiting schools daily for 16 years. These mobile caterers then became the operators of the new school kitchen facilities. By 1915, a survey committee made a recommendation to the Cleveland School Board for the creation of a school lunch division because the variety of foods offered, prices charged, quality of food served and the amount of profit being made had no controls and little regulation.	
6. Detroit - School lunch began in Detroit in the early 1900's. Among the first to have food service were Eastern High in 1904 and Central High in 1906. These lunchrooms were operated individually by managers or concessions hired and directed by the school's principal. Parent groups started lunch programs in some elementary schools in 1912, when the children in these schools went from half-day to full-day sessions. Intermediate schools (junior high schools) were the first buildings constructed with full-service lunchrooms and food service facilities. These were directed from a central food service office. Gradually from 1927 until 1932, the transition to centralization of food services was complete and the Department of School Lunchrooms was established. In 1963, many of the small school kitchens were closed and the satellite programs was introduced. Six modern, well-equipped base kitchens were established and the transporting of hot lunches began. Today there are 20 base kitchens supplying hot food daily to 189 satellite schools plus 34 self-contained school feeding facilities. In 1980, the	

LESSON 2 : HISTORY OF CHILD NUTRITION PROGRAMS

LESSON CONTENT	CLASS ACTIVITY
Detroit School System had a participation of over 124,000 meals per day with 79% of these being free meals. 7. Rural Schools - Most rural schools lacked space for a kitchen and dining area. In the early 1900's, teachers found ways to cook food, either brought in glass jars and warmed in a bucket of water on top of the room heater, or were combined to make a soup or stew. D. Early federal assistance to school food service programs began during the depression of the 1930's. It had become obvious that local governments and school boards could not provide all necessary funds. 1. Part of the federal tax monies collected were used to purchase surplus agricultural commodities and distribute them to needy families and schools around the country. The number of school lunch programs grew rapidly with this help. 2. Assistance was given to many established school feeding programs when the Work Projects Administration (WPA) provided funds to hire needy, unemployed women to work in school lunch programs. 3. World War II reduced school food service programs since food was needed for the war effort. The WPA funding for labor was also eliminated. (This basic historical data was compiled by Barbara Wilson, Food Service Consultant, Wayne County Intermediate School District, Wayne, Michigan)	Collect data and information on the early history of food service programs in your district. Contacts for such information might be: 1. local or county historical society 2. local or county museums 3. interviews with retired food service workers, teachers or administrators 4. interviews with longtime residents of your community 5. local newspaper archives (The instructor can develop and collect the local historical information or it can be used as a class activity with each participant doing an assigned portion.) Collect pictures of early food service programs in your district and develop a display depicting its progress through the years. This display can be rotated among district schools during National School Lunch Week. The art or photography department of your high school might use this project as a class assignment and could offer helpful suggestions for setting up the display.

LESSON 2 : HISTORY OF CHILD NUTRITION PROGRAMS

LESSON CONTENT	CLASS ACTIVITY
E. As World War II ended, Congress again saw the need to help school lunch programs grow. They provided some cash subsidy payments on a year-to-year basis to help schools purchase foods. School food service programs were recognized by Congress to be important for several reasons. 1. Children need wholesome, nutritious food to be healthy and the school food service could help provide the proper food. 2. Many young men failed the physical exams required to enter the military service so it was in the national interest for child feeding programs to be operated. 3. Participating schools could be major outlets for nutritious surplus commodities. F. The National School Lunch Act was passed by the Congress in 1946. Congress recognized that year-to-year funding and uncertain commodity allocations hindered program growth. As a result, Congress passed the Act that helped school lunch programs stabilize in the following ways. 1. The National School Lunch Act placed an emphasis on safeguarding "the health and well being of the nation's children." 2. Agricultural commodities were made available to schools for two purposes: a. To encourage use of nutritious agricultural commodities and other foods, and b. To help schools keep food costs low.	

LESSON 2 : HISTORY OF CHILD NUTRITION PROGRAMS

LESSON CONTENT	CLASS ACTIVITY
3. The National School Lunch Act provides that money is allocated to each state through their Department of Education. 4. Money paid to states is used as a subsidy to keep meal costs to the students low. a. All meals for all students are subsidized. b. When a child pays the full price for a meal, the amount he paid does not cover the <u>full</u> cost of the meal. Some of the meal cost is paid from Federal reimbursement. c. Therefore, <u>all</u> children receive a subsidy with needy children receiving a larger subsidy than non-needy children.	
G. The Agricultural Act of 1949 provided authority for purchase and donation of "Price Support" commodities. This meant that more foods, and different types of foods were made available to school lunch programs. Funds are given to USDA as a result of the National School Act to make direct food purchases. These foods or commodities have had a definite positive impact on school feeding programs over the years.	Review old commodity records in your district and discuss as a group the variety of foods available in years past. Older participants may relate ways these "commodities" were used and served.
H. The Special Milk Program began in 1954. It provided federal money to help pay the cost of milk purchases with the goal that low charges to students would encourage milk consumption.	

LESSON 2 : HISTORY OF CHILD NUTRITION PROGRAMS

LESSON CONTENT	CLASS ACTIVITY
I. The Child Nutrition Act of 1966 provided several important additions to the original National School Lunch Act of 1946. 1. A pilot school breakfast program was to be implemented in schools with large numbers of needy students or in schools having large numbers of students traveling long distances to school. 2. Funds for food service equipment were made available to help needy schools make equipment purchases. The funds were eliminated in the fall of 1981. 3. Funds were provided to state departments of education to enable them to hire additional staff for administering the new school food programs.	

HANDOUT #2-1

SCHOOL FOOD SERVICE THROUGH THE YEARS - IMPORTANT DATES TO REMEMBER

During the presentation of the history of school food service, use the following date outline for taking notes on the most important points.

Germany 1790 -

1800 -

France 1879 -

Holland 1900 -

England 1905 -

1914 -

1934 -

Switzerland - Dr. Erismann

United States

Philadelphia 1894 -

Boston 1908 -

Milwaukee -

New York -

Cleveland 1909 -

1915 -

Detroit -

Depression of 1930's -

World War II begins -

World War II ends -

National School Lunch Act 1946 -

Agricultural Act of 1949 -

Special Milk Program 1954 -

Child Nutrition Act 1966 -

Amendments -

1968 -

1970 -

1971 -

1973 -

1974 -

1975 -

1979 -

1981 -

1982 -

HANDOUT #2-2

HOW WELL DO YOU RECALL YOUR SCHOOL FOOD PROGRAMS HISTORY?

Match the following historical events with the date boxes below. Write the number of the incident in the appropriate box. Indicate the date of the event on the line.

1. ____ Holland was the first country to adopt national legislation requiring school lunch services.

2. ____ National School Lunch Act passed in the U.S.

3. ____ Lunch wagons visited schools daily in Cleveland.

4. ____ In Detroit 20 base kitchens supplied food to 189 satellite schools.

5. ____ Child Nutrition Act authorized breakfast programs and equipment assistance programs in the U.S.

6. ____ The earliest European school lunch programs began.

7. ____ Amendment that extended food service programs into day care centers and other recreation programs in the U.S. was passed.

8. ____ The country Chili provided free meals to low-income children.

9. ____ Federal assistance to schools began in the U.S.

10. ____ "Penny lunches" were offered in Philadelphia.

11. ____ Boston operated satellite system for high school feeding with home economics students preparing foods for elementary schools 2 days a week.

12. ____ Two Detroit high schools began on-site lunch service.

13. ____ Agricultural Act provided more varieties of commodities and strengthened school feeding programs in the U.S.

Box 1	Box 2	Box 3	Box 4	Box 5
1790 to 1800	1894 to 1909	1920 to 1930's	1946 to 1949	1966 to 1980

HANDOUT #2-2

ANSWER KEY

1. 1900
2. 1946
3. Before 1909
4. 1980
5. 1966
6. 1790
7. 1968
8. 1920's
9. 1930's
10. 1894
11. 1908
12. 1904-1906
13. 1949

Box 1	Box 2	Box 3	Box 4	Box 5
6	1,3,10,11,12	8,9	2,13	4,5,7

LESSON 3 : THE LEGISLATIVE PROCESS - HOW A BILL BECOMES A LAW

A. GOAL OF THIS LESSON

The goal of this lesson is to briefly describe how a bill becomes a law through the legislative process.

B. PURPOSE OF THIS LESSON

After completing this lesson the participants should be able to:

1. Place the general steps in the legislative process in proper sequence.
2. Begin to understand how local community efforts can impact on the legislative process that creates the Child Nutrition Programs.

C. INSTRUCTOR PREPARATION FOR CLASS ACTIVITIES

1. Duplicate sufficient copies of handouts.
2. Contact any resource person(s) needed by telephone and in writing at least four weeks in advance of the scheduled lesson. The resource person(s) should be alerted:
   (a) the target audience and background of participants including education and work experience
   (b) the number of participants expected
   (c) the goal(s) and purpose(s) of the lesson and topics to be covered
3. Recontact the resource person(s) one week before class to confirm date, time and location of lesson. Determine if special equipment or other requirements will be necessary.
4. Write a note to the resource person(s) thanking them for their participation after completing the lesson.

D. KEY WORDS USED IN THIS LESSON

1. A Bill - a draft of a proposed law which is not yet law; an idea which someone hopes will become a law.

2. Amendment - a correction, change or improvement to an existing or suggested bill or law.

3. Veto - the right of the President or Governor to reject bills passed by The Congress or a State Legislature.

E. REFERENCES FOR ADDITIONAL INFORMATION

1. Anon. 1973. Capital Action: How a Bill Becomes a Law, School Food Service 27(1):17-19 and 27(2):61-67.

2. Zinn, Charles. 1974. How Our Laws Are Made. (House of Representatives Document 93-377) U.S. Government Printing Office, Washington, D.C.

3. Michigan Legislative. Feb. 198C. A Citizen's Guide to Lobbying. 1979-80 Michigan Legislature. State Capitol, Lansing, Michigan 48909. Call your local legislature for current copy.

F. SUGGESTED SOURCES FOR RESOURCE PERSONS

1. Local high school social studies teacher.

2. Local high school government teacher.

3. Aid from your state representative's local office.

LESSON 3 : THE LEGISLATIVE PROCESS - HOW A BILL BECOMES LAW

LESSON CONTENT	CLASS ACTIVITY
A. There is a system used to pass laws in the United States. When people understand this system, they will have a better idea of how legislation affects them, and the various Child Nutrition Programs in which they work.	Use Handout #3-1 as a guide in describing the basic legislative process. Inviting a school social studies or government teacher to discuss this subject with the class is suggested. This teacher may also explain how the Michigan legislative process works and may have additional handouts or a film available on this topic.
1. A bill describes an idea which senators or representatives hope will become a law. They "introduce" the bill for consideration in the following manner.	
2. A clerk gives the bill to the chairperson of the appropriate committee which will consider the bill. Such committees operate in both the House of Representatives and in the Senate.	
3. The committee chairperson may refer the bill to a subcommittee or may decide not to take any action which means the committee members must vote to consider the bill.	
4. If the bill is sent to a subcommittee, one of two possible decisions must be made:	
a. Send the bill with or without changes to the full committee with a favorable or unfavorable recommendation, or	
b. Take no action on the bill which means it is "tabled."	
5. Both committees and subcommittees may schedule "hearings" in which various people are called to "testify." When they testify, they indicate the bill will be good or bad and why they feel the way they do about the bill. Hearings can help the committee members decide whether to recommend passage of the bill or not.	Use an example of a bill that affects school food programs to really understand the legislative process, or study the case presented in the Handout #3-2, Case Study: Community Action to Obtain Free Lunches and Handout #3-3.

LESSON 3 : THE LEGISLATIVE PROCESS - HOW A BILL BECOMES A LAW

LESSON CONTENT	CLASS ACTIVITY
6. When the subcommittee sends the bill back to the full committee, the committe can: a. Make changes or make amendments b. Write up an entirely new bill, or c. Decide that a bill is unnecessary. 7. The committee sends the bill to the entire House or Senate with or without recommendations for approval or disapproval. 8. The House or Senate considers the bill and can: a. Make changes or make amendments b. Pass the bill c. Send it back to the committee for more revision and consideration, or d. Vote against the bill. 9. After a bill is passed by the House and/or Senate, several steps remain: a. It goes to the other governmental body for passage. If the bill originated in the House: b. It goes to the President if it has cleared both the House and Senate in the same final form. c. It goes to a joint conference committee if the House version of the bill is different from the Senate version. (1) Members on this committee from the Senate and House decide on the changes to be made	45

LESSON CONTENT	CLASS ACTIVITY

so that the bill will be the same when it is again considered by the entire Senate and House of Representatives.

(2) The bill, changed by the joint conference committee goes back to the House and Senate for a vote in the final form. After the identical bill is passed by both the House and Senate, it goes to the President or Governor.

10. The President or Governor has three options in considering the bill:

a. He or she can approve (sign) the bill.

b. He or she can disapprove (veto) the bill and tell the Congress or State Legislature why he or she objects to it.

c. He or she can decide not to act on the bill and the bill will become law without the President's or Governor's approval if it is not acted on within 10 days.

11. Once approved by the President or Governor, the bill becomes Public Law, (Public Act in the State of Michigan).

B. A Public Law then is administered by an agency. The law first goes to the appropriate agency of a department where a staff develops and issues regulations which tell what has to be done to obey the law. Most laws affecting the school food program go to an agency within the United States Department of Agriculture. If

LESSON 3 : THE LEGISLATIVE PROCESS - HOW A BILL BECOMES A LAW

LESSON CONTENT	CLASS ACTIVITY
the law is passed at the state level, law affecting school food service would be referred to the Department of Education.	
C. Money to pay for the Law also must be legislated. A similar process to that described above (subcommittees, committees, actions by the House and Senate and President) must be followed in order to obtain any necessary money needed to fund the Public Law. This type of law is generously referred to as an Appropriation Act.	
D. A new law can take a very long time to evolve. It can be weeks, months and even years before an idea becomes a law and money is provided to fund the law through the legislative process.	
E. The outcome of the legislative process is influenced by the opinions and feelings of individuals. All citizens should contact their local legislators when issues arise that they strongly support or oppose.	Using Handout #3-4, review the steps to follow in contacting legislators by letter, phone or visit. Discuss food service program issues that your class supports or opposes.

PASSAGE OF A LEGISLATIVE BILL...a complicated procedure

HANDOUT #3-1

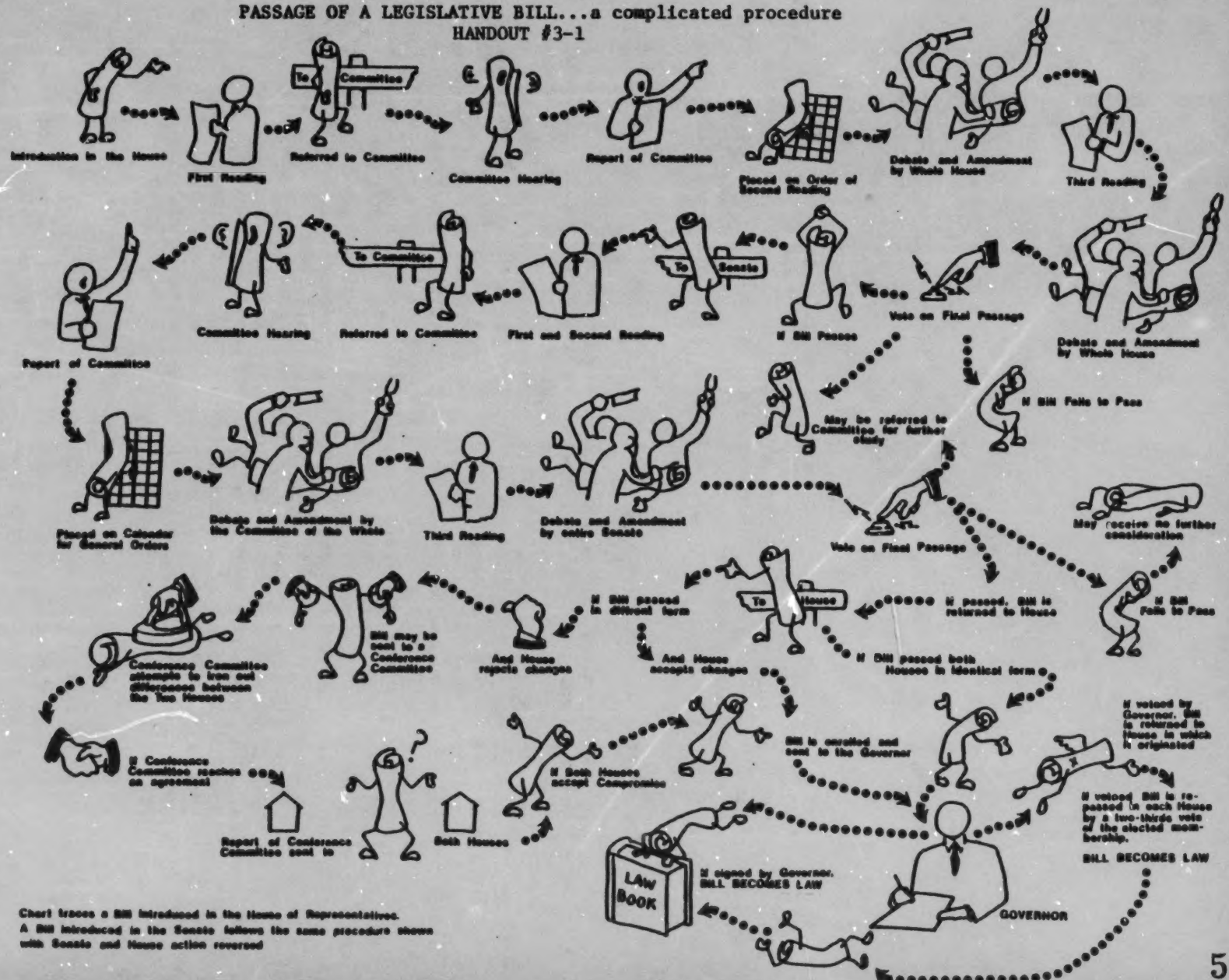

Introduction in the House
First Reading
To Committee
Referred to Committee
Committee Hearing
Report of Committee
Placed on Order of Second Reading
Debate and Amendment by Whole House
Third Reading
To Senate
First and Second Reading
Referred to Committee
Committee Hearing
Report of Committee
Placed on Calendar for General Orders
Debate and Amendment by the Committee of the Whole
Third Reading
Debate and Amendment by entire Senate
Vote on Final Passage
If Bill Passes
If Bill Fails to Pass
May be referred to Committee for further study
Vote on Final Passage
Debate and Amendment by Whole House
May receive no further consideration
If Bill Fails to Pass
To House
If passed, Bill is returned to House
If Bill passed both Houses in identical form
If Bill passed in different form
And House accepts changes
And House rejects changes
Bill may be sent to a Conference Committee
Conference Committee attempts to iron out differences between the Two Houses
If Conference Committee reaches an agreement
Report of Conference Committee sent to
Both Houses
If Both Houses accept Compromise
Bill is enrolled and sent to the Governor
If vetoed by Governor, Bill is returned to House in which it originated
If vetoed, Bill is re-passed in each House by a two-thirds vote of the elected membership.
BILL BECOMES LAW
If signed by Governor, BILL BECOMES LAW
LAW BOOK
GOVERNOR

Chart traces a Bill introduced in the House of Representatives. A Bill introduced in the Senate follows the same procedure shown with Senate and House action reversed

HANDOUT #3-2

CASE STUDY: COMMUNITY ACTION TO OBTAIN FREE LUNCHES

Situation:

Mary, a widow with 5 children in school, applied for reduced meals for all of her children. Her income qualified her for the reduced meals. The school district was required Jan. 1, 1981, to raise the cost of reduced meals from 10¢ to 20¢ due to a reduction in federal funds to the state.

It is a requirement that parents be notified two weeks in advance of any changes in price. However, it was four weeks after the increase had started that Mary found out about the increase and was asked to pay the $10.00 past due. It was not easy to forget the hardship this caused both in terms of money and emotions. Mary had not read the fine print on the application form or she would have realized she was entitled to a hearing.

Protest:

The result of the incident and a change in Mary's status caused her to become interested in the School Food Service Program and to possibly change the regulations so that the program would be available to everyone without charge. Since Mary's marriage she has time to devote to this project and the town in which she lives has been the home of both she and her husband since birth, therefore, she knows most everyone. The first group that Mary talked to about a free lunch for everyone was her church circle. Encouraged with their interest, she visited with various other organizations, PTA, Kiwanis, and the Grange and found some support in all groups. The next step was to select a half dozen people with time and interest to form a committee and study the situation and form some preliminary plans. The committee included two housewives, a lawyer, banker, retired school superintendent and a retired librarian. Jim, the lawyer, on the committee, made it clear to get a bill presented and passed through the State House and Senate could take from one to ten years and that perhaps there were some other alternatives. One of the first meetings it was decided that weekly meetings would be held to see where they were and to share experiences. Each committee member had decided their assignment of researching information on history and policy of free meals, school lunch operational procedures, opinion of the community and the cost of providing "free meals."

The committee summary after several weeks of work included:

1. Historical background and policy

Senator Humphrey introduced bill S 3123 to establish a universal food program at the National level in 1974. The bill included:

- policy of Congress to assume adequate nutrition for children
- encourage nutrition education as part of food service program by providing funds for pilot programs to establish procedures

. and then for each state to have Nutrition Education specialist
. establishment of National Advisory Council on child nutrition composed of members from diverse backgrounds
. Federal appropriations to carry out provisions of the bill with the states providing 15% of matching money.

2. School lunch operational procedures

. local school district through the school board determines meal prices based on food, labor and management costs
. the Food Service Department purchases and prepares a school lunch menu that meets the approved pattern, accounts for sales and milk count in order to meet reimbursement claims. They may also have a teacher's line and a'la carte items on line
. the business department of the school or district cooperatively with the food service manager complies and returns reimbursement and other reports dealing with food service to the Nutrition section of the State Department of Education as requested - monthly, quarterly or yearly.

3. Opinion of the Community

. parents of children in the schools had mixed feelings about a "free lunch" - some objected to charity, others had reservations about the meals - some were delighted but wondered what it would cost them in some unidentified form
. individuals that did not have children in school wondered of the "hidden" cost
. children attending school had mixed feelings about what would happen if lunch was "free" - would they have to eat it? Would it be different than what was served now?
. business people thought the idea was alright but money to pay for it had to come from somewhere.

4. Cost of providing free meals

. at the present time the school or district's operational costs include food, labor, utilities, equipment purchases and maintenance. Income includes money received for meals from students, teachers and other events as well as reimbursement funds from the state (based on participation), commodities and non food assistance when available
. "free" meals would require the amount of money listed as income from students would have to be generated from other sources
. one of the questions is what is the cost to state and federal agencies to keep records, monitor reports dealing with participation as well as the forms themselves. Would it be possible to add this figure to local programs to assist in meal costs to the school or district.

5. Alternatives

. possibilities of presenting a regulation or bill instead of a law. Although all have to be passed by House and Senate, it might be easier to pass a bill or regulation
. reintroduce the problem at the National level
. would it be possible for the local school district to assume the cost?

- visit with state agencies, state representatives of House and Senate and their aides to promote interest and support for the project
- increase the power base of interested persons throughout the state and continue to organize for a state or federal bill.

After reviewing the situation, the committee did feel that they needed to have some questions answered before continuing on their project. The questions were as follows:

1. What would be the end result of "free lunches" in terms of student participation and nutritional well-being?
2. How could the problem be equitably financed?
3. How long would be required to evaluate the value of such a program?
4. Can Mary and this community committee effect change?

If all these questions cannot be answered, the group will have to form an opinion before deciding what is the next step.

Solution - The committee was unable to get all their questions answered but they did make the decision to not press for "free lunches" at this time because of the economic state for local school districts and the state in general. The time spent on the project had been well spent because everyone on the committee was better informed and the community was aware of both the school program and the legislative process.

HANDOUT #3-3

ON ORGANIZING

A SIMPLE RECIPE FOR SOCIAL CHANGE

(REVISED)

A DEFINITION:

"Organize" as defined by Webster means: "to provide with an organic structure: systematize; to arrange; establish; institute; bring into being; to unify into a coordinated functioning whole." This brief paper seeks to expand this definition to a more practical level giving down-to-earth suggestions to individuals who want to become involved and who want to learn and practice the simple skills that are involved in organizing any group to achieve specific goals.

TWO POPULAR MYTHS:

You need large numbers to be effective: False. Most groups revolve around a small core of individuals who have the trust of the larger group. The core group must learn how to build coalitions and be able to draw on larger numbers at the appropriate time. Don't be discouraged if only a small group shows up to key meetings. The important thing is not to exclude anyone from the core group and to learn when and how to involve the less committed allies. For those people who miss meetings, keep them involved and up-to-date with phone calls and mailings. The smallness of a group becomes a liability only if it remains small and/or is unable to develop coalitions.

You must have special training to be able to organize a group: False. Some of the most savvy and effective organizers are grass roots people who know the wishes of the community and can articulate them. The key to leadership is gaining and keeping the trust of the group and this is accomplished by working with the group, not for them.

THE BOTTOM LINE: YOUR CREDIBILITY

To organize, you must identify and bring together a core group of individuals. The core group has basically two initial tasks: (1) to clearly develop a focus or set of goals; and (2) to decide how to expand the group to represent as many viewpoints as possible so that the group's legitimacy and credibility cannot be challenged. The makeup of your group will, of course, help shape your goals, and both a group's membership and its goals usually shift somewhat over time.

ASSUMPTIONS:

Before the group can develop a focus or a set of goals, it is oftentimes important to state the assumptions that the group might share.

First, when dealing with institutions (government agencies, etc.), it is helpful to keep in mind the Peter Principle: large organizations develop

bureaucratic hierarchies or "pyramids of power." People are oftentimes promoted to positions of power beyond their level of competence. In other words, just because they have impressive sounding titles, don't assume they know what they are talking about! (The Peter Principle, by Lawrence J. Peter, W. Morrow Publishers, 1969)

Second, our society is organized into institutions that were initially set up to achieve some special social goals. It is always a smart strategy to accept at face value the stated goal of each institution as a legitimate ideal you can embrace, if that goal is consistent with the social change your group wants to achieve. The key to your success in changing the real policies and practices of that institution depends on how effectively you can demonstrate how the institution is failing to meet its own stated goal, thereby destroying its legitimacy. You then can demonstrate how your group can do the job more effectively and hopefully cheaper.

LEGITIMACY AND THOSE WHO HAVE IT ARE THE KEYS TO CHANGE:

Once you have effectively exposed the institution for its inability to achieve its own stated goals, the institution has basically two alternatives: (1) to make changes to achieve the goal, or (2) to become defensive and attack your group.

Most institutions will initially resist change, especially if it is initiated from within. If they do begin to change, be on guard. Your group could be co-opted or sandbagged, with the policy maker giving superficial lip service to your suggestion with no intention of implementing the policy or change. Your group, thinking they have won, will become diffused and apathetic losing interest even though the critical work of implementing the change will require continued oversight and pressure. Quick success is almost always fatal to a community group!

If the institution reacts defensively and begins to attack your group, it means you have hit a sensitive point and are on the right track. You can be sure you have become a threat when the institution begins to challenge your group's credibility. You must expect this kind of attack and not become defensive. You can judge the merit of your recommended change by the intensity of the institutional attack. The more defensive and hostile their response to you and your group, the more on target you are. You should move ahead aggressively.

TWO KINDS OF COMMITMENT

It is always important to remember that there are two levels of involvement and commitment to any movement for change. On one level is the emotional commitment - the feeling that something is wrong and the willingness to do something to change it. There is also the intellectual level personified by a well-read, knowledgeable, thoughtful individual. A group needs both levels of commitment to be effective.

(a) Those with the emotional commitment are the traditional activists. They are highly motivated and are anxious "to get involved" to try to change conditions. They normally have little historical perspective

and are unable to articulate the group goals. They are often, but not always, hot heads and can be an embarrassment to your group. They are important to your group but must learn to subordinate their own interests to those of the larger group.

(b) The intellectual level requires someone who understands the historical significance of the change being advocated. This person(s) has a sophisticated understanding of the interrelationships, the nuances and the subtleties of the situation. Unfortunately, many intellectuals are unable to translate the thought into action and therefore are not helpful to a group. The ideal group leader has both an emotional and intellectual commitment (i.e., Martin Luther King, Jr. and Caesar Chavez) and can harness the energy of the emotions and the thoughtfulness of the intellect to give direction to a group. Unfortunately few groups have such unique individuals as leaders. It is therefore the leader's task to be sure that <u>both</u> the emotional and intellectual commitment is present in the group. An overreliance on either will lead to a poorly thought out strategy and subsequent clumsy attempts at change or what may be called "paralysis by analysis" - all thought and no action. Either result can be disastrous and counterproductive because it makes future attempts to organize much more difficult.

FORMS OF POWER

Now that you have identified a core group, goals and others who share your interest, it is time to consider what kinds of power you and your group can bring to the coming struggle.

It is important to recognize that when you advocate change, you take on special interests that will be threatened by any change. Usually the special interest groups have a great deal of influence, often by default, because they possess an abundance of a few types of power: money, knowledge and personal relationships with the policy makers.

Special interest groups are not necessarily sinister in their use of power. They use money to contribute to policy maker's campaigns, to hire lobbyists, to wine and dine and to develop detailed materials to document their particular need(s). Special interests can and do play an important role in policy making. Community groups can learn a great deal from observing how they utilize power to affect public policy.

Community groups do not have the money to compete with special interests, therefore they must seek to use other kinds of power. A core group of organizers must learn to mobilize other types of power.

(1) <u>Numbers Are Power</u>: Policy makers (city council people, legislators) are very concerned about large numbers of voters, especially if they are upset. It is important that you identify other groups that agree with your goals who will show up to a meeting to demonstrate your large numbers. Numbers give you additional legitimacy and credibility.

Policy makers have radar which continually tries to assess the impact of what they are doing or plan to do. They are extremely sensitive to

organized groups. The larger and more diverse your group, the more likely that it will be taken seriously. Seek ways to expand your group. The group however must have well-established goals and strategies or it will become divided and ineffective.

(2) Coalitions Are Power: Although your group might be small, you probably can find others who share your concerns. Expanding the numbers of a group involves building coalitions: coalitions involve bringing together diverse groups to work toward a common goal. It's important to identify the goals because there will be areas where the various coalition members disagree. The group must learn to agree on the goals and agree to disagree on the areas of difference.

(3) Unity Is Power: A large, diverse group presenting a unified position before a city council or a legislative committee has power. Be careful. Choose wisely the person who speaks for your coalition in public meetings. If the spokesperson gets excited, exaggerates a point or gives misinformation, a smart policy maker will seize upon the occasion to destroy the credibility of all of the information and may discredit the entire group as well. Should the group seek to defend the misstatement, it risks its own credibility. However, if the group disassociates itself from the spokesperson or information presented, the group may become divided and ineffective. Do not let this happen! Unity is essential to maintain your legitimacy and credibility.

(4) Positions Are Power: It is important to bring to your group people who hold important, credible positions in your community. Bankers, educators, business people, community leaders and clergy give your group legitimacy. Try to involve them in your group.

(5) Knowledge Is Power: Two kinds of knowledge is essential to effect public policy.

First, you must be knowledgeable about the process of decision making. Each public body has rules and policies which describe how decisions are made. Get the rules. Learn them. Remember there are also informal rules. Get to know those, too. Then monitor the meetings and impact the decisions at the appropriate time.

Second, you must be knowledgeable of the issue you represent. Study and know the issue. Do not exaggerate or misrepresent the facts. Develop good information. Policy makers will learn to trust you and eventually will depend on you for facts.

(6) Relationships Are Power: It is always helpful to know the city councilperson or county commissioner personally. Don't be afraid to help on a campaign or volunteer to work in a policy maker's office. You will develop a personal relationship with the policy maker that will give you access and credibility. You should get to know key policy makers to such a degree that you feel comfortable calling them or dropping in their offices. You know that you have power and influence with policy makers when they return your phone call.

It is also helpful to know that each policy maker has a hidden advisor- some trusted friend or associate who meets regularly with the policy maker who has an inordinate amount of influence on the policy maker's thinking and judgment. You can save yourself and your group a lot of trouble if you get to know that hidden advisor, working to gain this person's trust. This person can do more for your group over a cup of coffee than you and your group can do in months of organizing. The hidden advisor must be comfortable with you and perceive your group as a broadly based coalition of knowledgeable people who can impact the process if necessary. Hidden advisors can become an important ally and a key part of your strategy. Get to know them.

(7) Voting Is Power: Elected policy makers listen to voters. Be sure you are registered and vote. Be sure that all of your coalition members are voters and willing to vote as a block.

(8) Use Of The Media Is Power: Policy makers dislike bad publicity. You must learn how to develop literature, talk to the press, go on radio, and speak before cameras so that you can get your message across. Policy makers will go out of their way to avoid bad press if they can, so don't be afraid to use the media.

(9) Money Is Power: Although most citizens' groups are at a monetary disadvantage, they must have some funds to develop materials, pay for mailings and keep other members of the coalition informed. You will not be able to compete financially with special interests but if you have the other elements of power, you can overcome the power of money. No group, however, can function without some funds!

These nine elements of power, if used in combination, will more than offset the special interest groups. No smart public official will disregard the wishes of a large, unified coalition of knowledgeable voters who have expressed a specific interest to them. The power of money usually will dwindle as the organized community group becomes more knowledgeable, assertive and effective.

THE FOUR KEY INGREDIENTS:

Once your group is formed - a process that might take weeks and months - four elements must be present before the group can take any action. If any one of the four is missing, the group will exhibit the classic defense mechanisms (rationalizing, backstabbing, scapegoating, forming more commmittees) to avoid taking action. The four essential ingredients are:

(1) Hope: The group must believe that all the effort, time and toil will result in some change.

(2) Courage: The group must be willing to "risk" the confrontation.

(3) Strategy: The group must clearly understand "how the goal" is to be achieved.

(4) Goals: The group must clearly understand what it is that is being changed.

As a group leader, one must be constantly aware of the dynamics of the group. If and when the group begins to backstab, rationalize, scapegoat or turn on itself, it is the leader's task to assess which of the four ingredients is missing and to "plug in" the missing one.

MAKING IT HAPPEN:

Once the group has become a group, has identified its goals and has decided to take an action, there are six simple rules to follow to achieve maximum results:

(1) Be There: "Being there" means finding out when and where the real decisions are made and then getting the appropriate people to that meeting. This might mean having one person monitoring a meeting for several weeks just to know what is going on and then, at the appropriate time, bringing in the larger group. "Being there" means making a commitment to understanding the system. There is nothing more frustrating than being at the right place, but at the wrong time, or being at the wrong place and missing the real decision.

(2) Be Informed: It is important that the group be legitimate. This means developing accurate information and presenting it in the most rational way. Even the slightest exaggeration or smallest piece of misinformation can discredit the group and destroy its legitimacy. When developing specific information for policy makers, assume that they are intelligent but uninformed. Remember that they have several issues to be concerned about. It is a mistake to assume that they know or care about yours.

Be prepared to be challenged on your data. Make sure that it is accurate. Develop a network of information gathering that is quick and responsive. Once you have established your credibility, you will be called upon again and again.

(3) Be Able To Count: This is a democratic society - the majority rules. The group must know the number needed to pass a resolution, law, ordinance or policy. They must know policy makers' stands on issues that concern them and develop arguments that will appeal to the key votes. (This might mean compromise which every group should consider as part of their strategy.) Remember that policy makers can also count. It is therefore important to demonstrate that your group is legitimate - well informed and broadly based. At some point in the process, you may need to produce large numbers of allies to demonstrate your broad base of support and to do this you must build coalitions.

(4) Don't Be Intimidated: Intentionally or not, the system is intimidating. To personally visit a key policy maker, you may have to go through two secretaries, and three doors, confronting a huge overpowering walnut desk which separates you from the policy maker. During official meetings, the policy makers sit together, usually on a raised platform, surrounding themselves with "experts" from the bureaucracy. If you wish to address the group you must "come down front" to stand before them - alone - speaking into a microphone that distorts your voice

giving you a strange sensation. Don't be intimidated by all of this. If you are informed, if you have the votes, and if your support group shows up, you will find that your fears will soon disappear.

(5) Don't Take "No" For An Answer: You should never expect a new idea, no matter how logical or reasonable, to be accepted on its face value the first time it is presented. Instead, you should anticipate all of the hostile questions and expect to be turned down the first time. In fact, if your idea is accepted initially without much resistance, there probably will be no real change. It may mean the policy makers are going to sandbag giving lip service to your idea with no intention of implementing it. In general, the more the resistance, the better the idea. Be prepared to dig in and follow through because it takes a major commitment of time and energy to fully implement a new policy.

As you monitor implementation, it is important to show how your idea fits into the goals articulated by this particular institution (see page on "Assumptions") and how your idea can do the job more effectively or cheaper. You can often avoid the "it will cost more" argument by saying we don't expect more money but rather hope to "reorder priorities."

(6) Follow Through: All of the group efforts can be lost if you fail to follow through. In fact, you can be co-opted by an easy victory because the group tends to dissolve. Within weeks or months, things are back to normal and you will find it difficult, if not impossible, to get the group back together (the group will give up hope - see page 43 on "Key Ingredients.")

FINALLY

Community change means a commitment to the long haul - to the process. Don't be confused with winning and losing. Many times, winning is really losing in the long run, and conversely losing is often best for the group. After a period of time, a group leader will learn that it is the process and the integrity of the people participating in that process that is important, not winning or losing a few skirmishes.

Finally, never lose your humanity in order to save humanity. One of the most important assets of a change agent is a sense of humor. Learn to laugh at yourself and with others. Strive to make this world a better place to live, work and love. In doing so, remember, the issue, no matter how important it seems today, is not as important as your commitment to each other and your commitment to the integrity of the process.

HANDOUT #3-4

HOW TO CONTACT YOUR LEGISLATOR

Citizen Lobbying

"An informed and active citizenry
is the lifeblood of a democracy"

It is important in a democracy that citizens help keep their legislators informed. In order to be true representatives of the people, legislators need to know the thinking of their constituents on those issues upon which decisions will be made, and the facts on which such thinking and conclusions are based. As a citizen, you can help obtain good legislation on state and national levels by communicating with your elected representatives at the proper time.

Too many people never have any contact with those who represent them in government - whose vote may decide what price they will pay for the acts of government, sometimes in terms of dollars, or in changes in standards of living, or in regulatory inconveniences.

IS THERE A BILL OR AN ISSUE OF PARTICULAR CONCERN TO YOU? ORGANIZE

Forming a group to lobby for or against legislation is often more effective than individual efforts. A group is far more visible, has greater resources, and carries more political weight.

Organize a group of friends, co-workers, or neighbors around a specific issue of concern to all of you. Define your goals...identify tasks that are part of the plan...divide the work...(For instance, one person can research available material, another can keep track of the bill, several can attend all committee meetings, several can personally meet with the legislator, etc.)...KEEP INFORMED.

It is best for the group to meet informally or socially with legislators even before the group has specific legislative requests to make. Professional lobbyists specifically suggest this kind of personalized, informal contact. Friendly, personal acquaintance, and help at campaign time, form a strong basis for personal, or group, lobbying efforts.

Learn how the system works...find out how a bill becomes a law...learn the committees structure...find out which legislators are dealing with your area of concern...find out when and how to lobby. ALL THIS INFORMATION IS TO BE FOUND IN THIS GUIDE.

If you are interested in becoming actively involved in influencing legislation, here are some important points that will make your lobbying efforts more effective.

PERSONAL CONTACTS

Personal contact can be a meaningful way to influence a legislator.

1. Before contacting any legislators, take the time to read all available background material on the bill or issue which concerns you. Although it is obviously beneficial for you to know a great deal about the specifics of bills and issues, it is not essential that you know everything. The primary goal of your visit is to express your concern over a particular bill or issue.

2. Know when and where to contact a legislator. The best times to find a legislator in the office in Lansing are Tuesday, Wednesday, and Thursday (sessions normally start at 2:00 p.m. in the House and at 10:00 a.m. in the Senate, except for Mondays when sessions start at 8:00 p.m.).

   It is usually possible, when the House and Senate are in sessions, to send in a message to legislators informing them that you wish to speak with them. Check from the visitors balconies on the third floor to see if the legislator you wish to see is in the chamber. The sergeant-at-arms on the second floor in front of each chamber will send your message to the Representative or Senator. It is generally, but <u>not always</u>, possible for a legislator to come out to meet briefly with you.

   Occasionally, legislators will be able to see you if you simply walk into their office, but the best approach is to call ahead and make an appointment. Let the legislator know what you wish to discuss. If you cannot get an appointment, or if the matter is too urgent to wait for an appointment, do not hesitate to go to the office anyway. You may at least be able to talk to an aide, and you will have made them aware of your concern.

   Calling your own legislator at home on the weekend sometimes makes sense on an issue of great importance or urgency. Don't abuse this method of contact.

3. If you have genuine expert knowledge, share it with the legislator. It will be welcomed. No legislator can be an expert on everything. (All views are important, but expertise is especially valued. Remember, any lobbyist's most useful role for a legislator is as a source of information.) If you have read the bill carefully and/or understand the issues involved as a result of personal knowledge or research, you may be of great assistance to the legislator.

4. Be constructive. If a bill deals with a problem you admit exists, but you believe the bill is the wrong approach, explain what you believe is the right approach. If you want to suggest amendments to a bill that has been introduced, it is important that you have: a) a clear idea of what you want to be included or deleted; b) the reasons to justify the proposed change; and c) good, strong facts to back up your position before you contact your legislator. If possible, leave copies of your position and/or suggested changes with the legislator.

5. It is usually a waste of time (for both of you) to lobby legislators who are already supporting your position, although they may be helpful in making suggestions for your lobbying efforts.

6. You do not need a crowd to lobby. One, or possibly two, well-informed lobbyists on the same subject are more effective and less confusing than a large group at the same time.

7. When you introduce yourself, save time by making it clear who you are and what organization, if any, you are working with. If you are cooperating with some group from the legislator's home district, mention it, and the fact that the home district group may also be trying to reach the legislator.

8. Do not "overkill." Most legislators have many demands on their time. An elaborate sales job or long, emotional speech will not be appreciated. They do, however, want your well-prepared facts and views, presented in a straight-forward manner. Make sure their time is well spent in talking to you. Stick to the issues that you came to discuss; don't wander into other issues.

9. It is easy, particularly when dealing with legislators who disagree with you, to become angry and frustrated. If you disagree, a calm, reasonable attitude and a set of well-prepared reasons for your position may change their minds on the issue. It is generally advisable not to get into arguments which may trigger prejudices. Remember, you may not have all the facts on an issue or bill.

   Let legislators explain their views-listen without interrupting-they often have input from many resources to which you may not have access, such as fiscal agencies, state departments, other groups with expertise on the issue and legislation from other states.

   Take a few notes about their comments, noting any questions they have. Give the answers you know, and offer to get the others, if possible. Understanding their views of the facts and where they come from will help your organization develop counter-arguments.

10. Don't demand a commitment before the facts are in. Give your legislator a fair chance to examine all sides of an issue.

    The legislative process is very complex and bills change their shape in committee and on the floor of both houses of the Legislature. A bill rarely becomes law in the same form as introduced. It is possible that the bill you supported originally is so changed in the process that you would oppose its final form.

    A legislator may be forced to vote on the bill as a whole, weighing the good with the bad and the needs of all constituents and/or the state as a whole, rather than a particular group or individual.

LETTER WRITING

A personal letter is usually the most effective way of contacting your legislator, whether in Lansing or Washington.

If you're new at this type of letter writing, here are some suggestions on how your letters can be most effective:

1. ADDRESS IT PROPERLY: Know your legislator's full name and correct spelling. For specific names and addresses, call (517) 373-3254 or your local town or township clerk.

U.S. SENATOR	U.S. REPRESENTATIVE
The Honorable (full name)	The Honorable (full name)
United State Senator	United States Representative
Address	Address
* * * *	* * * *
Dear Senator (last name):	Dear Congressman/woman (last name):

STATE SENATOR	STATE REPRESENTATIVE
The Honorable (full name)	The Honorable (full name)
State Senator	State Representative
State Capitol	State Capitol
Lansing, MI 48909	Lansing, MI 48909
Dear Senator (last name):	Dear Representative (last name):

2. ALWAYS INCLUDE YOUR NAME AND ADDRESS ON THE LETTER ITSELF (printed or typed). A letter cannot be answered if there is no return address or the signature is not legible.

3. USE YOUR OWN WORDS. Avoid form letters and petitions. They tend to be identified as organized pressure campaigns, and are often answered with form replies. However, a petition does let the legislator know that the issue is of concern to a large number of people (addresses with zip codes should be given for each signature). One thoughtful, factual, well-reasoned letter carries more weight than 100 form letters or printed postcards. But a form letter is better than no letter.

4. TIME THE ARRIVAL OF YOUR LETTER. Try to write to your legislator, and the chairperson of the committee dealing with a bill, while a bill is still in committee and there is still time to take effective action. Sometimes a bill is out of committee, or had been passed, before a helpful, informative letter arrives which could have made a difference in the way the bill was written or in the final decision.

5. KNOW WHAT YOU ARE WRITING ABOUT. Identify the bill or issue of concern to you. Thousands of bills and resolutions are introduced in each session. If you write about a bill, try to give the bill number or describe it by popular title, such as "Land Use Bill," or "Mechanics Licensing."

6. BE REASONABLY BRIEF. Many issues are complex, but a single page, presenting your opinions, facts, arguments or proposals as clearly as possible, is preferred and welcomed by most legislators.

7. GIVE REASONS FOR YOUR POSITION. Explain how the issue would affect you, your family, business or profession - or the effect on your community or our state. If you have specialized knowledge, SHARE IT WITH YOUR LEGISLATOR. Concrete, expert arguments for or against the bill can be used by the legislator in determining the final outcome of a bill.

8. BE CONSTRUCTIVE. If a bill deals with a problem you admit exists, but you believe the bill is the wrong approach, explain what you believe to be the right approach.

9. GROUPS AND INDIVIDUALS SHOULD DETERMINE THEIR PRIORITY CONCERNS and contact the legislator on those specific issues rather than on <u>every</u> issue. The "pen pal" who writes every few days on every conceivable subject tends to become a nuisance, rather than an effective voice of concern.

10. YOU MAY NOT ALWAYS RECEIVE A LONG, DETAILED RESPONSE to your letter. Legislators are very busy and usually cannot respond with long, personal replies to each correspondent.

11. WRITE A LETTER OF APPRECIATION when you feel a legislator has done a good job. Legislators are human too and seldom receive "thank you" letters of encouragement.

Remember, on any one issue, even a few letters to one legislator can have an important impact. Sometimes just one letter, from a new perspective, or with clear-cut, persuasive arguments can be the decisive factor in a legislator's action.

* *

PROGRESS TEST I FOR LESSONS 1, 2 and 3 ON FOOD SERVICE REGULATIONS

LESSON 4:

A. GOAL OF THIS LESSON

The goal of this lesson is to review the most important aspects of the past 3 lessons, by administering the following Progress Test.

B. PURPOSE OF THIS LESSON

After completing this lesson, the participants should be able to:

1. summarize and review the important information presented in Lessons 1, 2 and 3.
2. emphasize the most important points presented in Lessons 1, 2 and 3.
3. identify subject areas in which participants desire or need further study and practice.

Note: The Progress Test should NOT scare or humiliate participants or be used as a device to keep them from continuing on with further lessons. There is no minimum score of success. This is an exercise or learning activity just as the other lessons have been.

C. INSTRUCTOR PREPARATION FOR CLASS PROGRESS TEST

1. The time allowed for this lesson is approximately 25 minutes.
2. Duplicate sufficient copies of Progress Test.
3. How the Progress Test should be given:
   a. pass out copies of the progress test to each participant.
   b. provide pens or pencils for those who may not have brought their own.
   c. explain that the reason for this Progress Test is to review the important information presented in the past three lessons.
   d. briefly go through the test together to explain the different kinds of questions to be sure that all participants know what they need to do for each question.
   e. allow approximately 25 minutes for participants to complete the test.
   f. allow participants to keep their own test while answers are discussed.
   g. state aloud which answer(s) are correct for each question.
   h. discuss how to change false statements so they read "true."
   i. lead a class discussion relating to reasons why other choices, if given, are incorrect.

      Ask participants to give examples of the application of each question to their school food service situation.

   j. allow any participants who desire to do so to retake the test on their own time.
   k. provide additional references on any topic to participants who desire further information.

LESSON 4

PROGRESS TEST I

Select the one best answer.

1. Early records show that the first school lunches probably originated in:
   a. United States
   b. Europe
   c. China
   d. Africa

2. Michigan began serving school lunches in:
   a. early 1900's in Detroit
   b. 1926 in Grand Rapids
   c. 1865 in Lansing

3. The two main goals of Child Nutrition Programs are:
   a. to offer unusual food choices to children
   b. to provide a good and nutritious meal to children
   c. to provide an educational experience for children
   d. to feed senior citizens in the community

4. From the list below, check which of the Child Nutrition Programs are being implemented in your district.
   a. National School Lunch Program
   b. Special Milk Program
   c. School Breakfast
   d. Commodity Distribution Program
   e. Summer Food Service Program for Children
   f. Child Care Food Programs

(Progress Test cont'd.)

MATCHING

5. Match the dates below with the proper legislative event.

(1) _____Pilot school breakfast programs began and funds became available for school equipment

(2) _____Original National School Lunch Act

(3) _____Special Milk Program originated

(4) _____First Commodities for schools

a. 1954

b. 1946

c. 1949

d. 1966

6. Number the steps listed below which describe how a bill becomes a law. Number them in the proper sequence.

_____Signed bill becomes a Public Law

_____Bill originates from a senator or representative

_____Committee chairperson takes sub-committee recommendation to full committee

_____Full committee chairperson sends recommendation to the House or Senate

_____Committee chairperson sends bill to sub-committee

_____Bill is sent to the President for signature

_____Full committee may hold hearings

_____The new public law is given to an agency which developes regulations on how to obey the new law

_____Proposed regulation

_____Comments

_____Final regulation

Possible Score _____

Your Score _____

ANSWER KEY

PROGRESS TEST I

(Lesson 4)

1. b
2. a
3. b,c
4. Answer this question based on the programs offered in your district.
5. (1) d
   (2) b
   (3) a
   (4) c
   (5) e
6. 7,1,3,4,2,6,4,8

Possible Score - 17 plus the correct answer to question 5

REGULATIONS THAT GOVERN FOOD AND NUTRITION PROGRAMS

LESSON 5

A. GOAL OF THIS LESSON

The goal of this lesson is to learn the regulations that affect the various nutrition and feeding programs operated under the United States Department of Agriculture (USDA).

B. PURPOSE OF THIS LESSON

After completing this lesson the participants should be able to:

1. discuss the basic regulations involved in serving School Lunch, Breakfast, and Special Milk Programs.
2. discuss the regulations involved in providing reduced price and free meals or milk.
3. discuss the commodity distribution process and the regulations involved with their use.
4. discuss the regulations involved with Summer Food Service Programs For Children
5. discuss the general regulations involved with operating a Child Care Feeding Program, and
6. discuss the regulations to be followed when operating a Nutrition Program for the Elderly.

C. INSTRUCTOR PREPARATION FOR CLASS ACTIVITIES

Note: It is suggested that this entire lesson be presented by the district food service director or the food service consultant from your Intermediate School District.

1. Duplicate sufficient copies of handouts.
2. Collect sample of regulations for food service programs from the Federal, State and local level to use as examples in class.
3. Obtain blank forms used by the local school authorities when submitting application for school lunch, breakfast, or special milk programs. Obtain policy statement. See handouts for examples.

4. Provide blank forms used to apply for free and reduced price meals or milk. Also provide copies of the letter sent to parents in the fall. Bring a sample of an application form that is filled out for review by class members.

5. Review records of old eligibility criteria for reduced and free meals or milk to use in a discussion of how the criteria have changed over the years.

6. Review old files of hearing procedures regarding debate over eligibility for reduced and free meals or milk to use in a discussion of questionable cases.

7. Contact any resource person(s) needed by telephone and in writing at least four weeks in advance of the scheduled lesson. The resource person(s) should be alerted to:

   a. the target audience and background of participants including education and work experience

   b. the number of participants expected

   c. the goal(s) and purpose(s) of the lesson and topics to be covered

8. Recontact the resource person(s) one week before class to confirm date, time and location of lesson. Determine if special equipment or other requirements will be necessary.

9. Write a note to the resource person(s) one week before class to confirm date, time and location of lesson.

10. Update Handout 5-7.

D. KEY WORDS USED IN THIS LESSON

1. AIMS: Assessment, Improvement and Monitoring System (USDA 1980) a plan to assure quality school food service.

2. Food Service Management Company: a commercial enterprise or a non-profit organization which is or may be contracted by the Food Service Authority to manage any aspect of the school food service.

3. Income Poverty Guidelines: statements of Federal income levels, according to family size which are developed each year by the USDA and used by State and local officials as a basis in determining eligibility for free and reduced price meals and milk.

4. Instruction: a statement issued by a Federal agency which provides guidance and assistance in the implementation of a regulation. All instructions provide specific details, procedures or techniques which are to be used to assure compliance with regulations.

5. Local Food Program Authority: the local governing body which is responsible for the administration of one or more feeding programs in schools, residential institutions, child care centers and family day care homes and which has the legal authority to operate a non-profit feeding program or programs.

6. Regulation: statements issued by a Federal agency which relate how a law is to be obeyed. Regulations address a particular requirement of a law and help in their implementation. They are more general in nature than an instruction.

7. Reimbursement: supplemental funding to offset expenses incurred in providing Child Nutrition Programs.

8. Fiscal Year: October 1 to September 30

9. School Year: July 1 to June 30

10. Competitive Foods of Minimal Nutrient Value: fruit ices (popsicle), carbonated drinks, chewing gum and some candies.

E. REFERENCE FOR ADDITIONAL INFORMATION

1. Determining Eligibility for Free and Reduced Price Meals and Free Milk in Schools. January 1, 1981. (USDA, 7 CFR, Part 245.) U.S. Government Printing Office, Washington, D.C. Make sure these are most current.

2. National School Lunch Program. (USDA, 7 Code of Federal Regulations, Part 210) see reference list, Lesson 2.

3. School Breakfast Program. (USDA, Title 7 CFR, Part 220). Washington, D.C.: U.S. Government Printing Office, January 29, 1980. Make sure these are most current.

4. Child Care Food Program. (USDA, 7 Code of Federal Regulations, Part 226). Federal Register, Jan. 22, 1980. Make sure these are most current.

5. Food and Nutrition Service. Nov. 1978. Free and Reduced Price Meal and Free Milk Policy Handbook. Program Aid 1149. USDA, U.S. Govt. Printing Office ($1.10), Washington, D.C.

6. USDA. April 1980. Participating in USDA Decision making. U.S. Govt. Printing Office, Washington, D.C.

7. Food and Nutrition Service. Jan. 29, 1980. Competitive Foods (USDA, 7 CFR, 220) U.S. Printing Office, Washington, D.C. Make sure you have the most current.

F. SUGGESTED SOURCES FOR RESOURCE PERSONS

1. District Food Service Director from Intermediate School District.

2. Food Service Consultant from Intermediate School District.

LESSON 5 : REGULATIONS THAT GOVERN FOOD AND NUTRITION PROGRAMS

LESSON CONTENT	CLASS ACTIVITY
A. Introduction	
1. The U.S. Department of Agriculture (USDA) must follow all public laws which affect Child Nutrition Programs. To assist in implementing laws, USDA develops regulations and instructions which are used to assure that the laws are followed.	Distribute Handout #5-1 and review the diagram which shows how Public Laws are actually enacted through issuance of regulations and instructions at the various levels of government. Give examples of regulations from the various levels including federal, state and local.
a. A regulation is a statement which specifies a particular requirement that must be followed in order to comply with the law. Regulations help implement laws.	
b. Instructions are also issued which give detailed explanations as to how to implement all parts of the regulations.	Distribute Handout #5-2, Opportunity For Public Input Into USDA Rulemaking.
2. The Michigan Department of Education, Food and Nutrition Program is the state agency in Michigan which administers the Child Nutrition Program and as such must follow all issued regulations and subsequent instructions.	
B. General Regulations	
1. The Food Nutrition Service (FNS), a division within the USDA, administers all Child Nutrition Programs.	
2. The Michigan Department of Education, Food and Nutrition Program (the Michigan state agency) administers all Child Nutrition Programs in Michigan in both public and private schools except summer feeding programs which are administered by USDA.	

LESSON 5 : REGULATIONS THAT GOVERN FOOD AND NUTRITION PROGRAMS

LESSON CONTENT	CLASS ACTIVITY
3. Federal funds are given to reimburse states on a "performance basis." This means states are reimbursed for the meals or milk actually served to children in child nutrition programs. 4. Yearly every state must submit a plan to USDA that includes: a. Statistical information about the number of students and schools participating in Child Nutrition Programs. b. The estimated amount of money needed to finance the Child Nutrition Programs for the coming fiscal year. c. An action plan on how feeding programs will be operated, what technical services will be offered, and how programs will be monitored and evaluated to ensure proper use of all funds. 5. States are also required to match a certain percentage of the federal monies it receives each year.	
C. There are <u>specific</u> regulations which cover the National School Lunch, School Breakfast, and Special Milk Programs as outlined in the application agreement. 1. The local school food authority from each district must make formal written application to the Michigan Department of Education, Food and Nutrition Program each year in order to participate in these programs.	Distribute copies of the application forms that local school authorities must complete in order to operate a breakfast, lunch, or special milk program. Discuss the sample form or Appendix.

LESSON 5 : REGULATIONS THAT GOVERN FOOD AND NUTRITION PROGRAMS

LESSON CONTENT	CLASS ACTIVITY
2. Participating schools must agree to do the following things: a. Operate a nonprofit program. b. Serve meals or milk which meet minimal program requirements. c. Price meals as a unit (set a single price for a complete meal) d. Supply free and reduced price meals to eligible students e. May supply free milk without cost to eligible students if the school does not participate in the National School Lunch Program (NSLP) or School Breakfast Program (SBP). f. Agree to avoid discrimination against children because of their inability to pay or because of race, sex, color or national origin. g. Protect identity of students receiving free or reduced meals. h. Meet requirements relating to record keeping, food purchasing and food storage. i. Submit a formal claim for reimbursement of lunches, breakfasts, or milk served. j. Meet any policy requirements of the federal and state governments governing the service of competitive foods of minimal nutrient value. 3. Schools may be disqualified from further participation in these Child Nutrition Programs if they violate these program regulations.	79

LESSON 5 : REGULATIONS THAT GOVERN FOOD AND NUTRITION PROGRAMS

LESSON CONTENT	CLASS ACTIVITY
4. To help evaluate quality in these programs, an Assessment, Improvement and Monitoring System (AIMS) was established by USDA in 1980. It is discussed in detail in a later manual.	
D. There are special regulations which list requirements for providing free and reduced price meals and free milk to eligible students as outlined in the policy statement.	Distribute copies of the application agreement and policy statement for free and reduced price meals, and milk, and copies of the letter sent to all parents in the district that announces this program. Distribute copies of a sample application which may have been submitted by a fictitious family. Handout 5-4, 5-5, 5-6. Discuss eligibility requirements and how these have changed over recent years.
1. All schools which offer lunch or breakfast programs must serve free and/or reduced price meals to eligible students according to standards prescribed by USDA. Schools in the Special Milk Program may also elect to offer free milk to eligible students.	
2. Schools are guaranteed reimbursement for each meal served. Reimbursement levels vary according to meal category served (paid, reduced or free).	
3. The Michigan Department of Education, Food and Nutrition Program determines eligibility criteria for this program based on the Income Poverty Guidelines provided annually by USDA.	Using Handout #5-7, review the current reimbursements given to sponsors (schools) in the various feeding programs in your district. This handout should be updated each year by the instructor prior to presenting this lesson so that reimbursement costs are current.
4. Local school food authorities must implement the free and reduced price policy or guidelines which outline the procedure used by students to obtain free or reduced price meals or free milk. These policy procedures must be submitted to and approved by the Michigan Department of Education, Food and Nutrition Program, before the school can receive funding (reimbursement) for meals served.	

LESSON 5 : REGULATIONS THAT GOVERN FOOD AND NUTRITION PROGRAMS

LESSON CONTENT	CLASS ACTIVITY
5. Local school food authorities must publicly announce the eligibility criteria which will be used in determining which students are eligible to receive free or reduced price meals or free milk. The public announcement must be made at the beginning of the school year and when changes are made during the year. The announcement must include: a. A letter to parents on or about the opening of each school year notifying them of eligibility criteria and telling them how to apply and how to appeal in the event they are denied assistance. An application form must be enclosed with this letter. (1) The letter must include reference to the eligibility of foster children, and parent unemployment provisions which may make students eligible for free or reduced price meals. (2) The letter must include a statement that the school food service program will not discriminate against any students because of race, sex, color handicap or national origin. (3) The letter may only list the top of the reduced price scale. It cannot differentiate between the free and reduced scale. (4) The letter and application must specify that social security numbers are required for all adult members. Failure to provide social security numbers for all adult household members is grounds for immediate denial of benefits.	

LESSON 5 : REGULATIONS THAT GOVERN FOOD AND NUTRITION PROGRAMS

LESSON CONTENT	CLASS ACTIVITY
b. A public release including both the free and reduced price income eligibility must be released to the news media indicating the procedures to be used in providing free and reduced price meals and free milk to eligible students. c. A public release must also be sent to any major employers in your district who are experiencing or considering sizable employee layoffs. Families affected by such layoffs may become eligible for free or reduced price meals. d. If families experience a $25.00 per month change in their financial status during the course of the school year, they must inform the district of such change. 6. Local food program sponsors must develop an application form following state guidelines. This is to be used by families applying for free and reduced price meals or free milk. This form must be designed to obtain all the information about family size and income level which is necessary to determine eligibility. The application form must accompany the letter to parents. 7. School must provide free and reduced price meals to children from families eligible according to information provided on the application form. 8. In milk only schools, it is the school's option to provide free milk to eligible children.	

LESSON CONTENT	CLASS ACTIVITY
9. Local school food authorities must adopt fair hearing procedures which can be used by families wishing to appeal decisions made by school officials. The same procedures are to be used when school officials formally challenge a parent's application. Prior to initiating a formal hearing, parents or school officials may request an informal conference. The procedures adopted by the local school district may vary in method of handling. Generally the informal meeting with principal or food service director and business manager occurs before formal hearing procedures.	Discuss the hearing procedure used in your district when such cases arise. If possible discuss a few cases that have had a hearing. However, protect the identity of the children and parents and administrators involved. Examples of application forms for free and reduced-price meals from different school districts as well as hearing procedures can be found in Appendix 2. These examples plus your own school district procedures can help clarify the procedure.
E. Commodity Distribution	
1. The National School Lunch Act gives funds to USDA to make direct food purchases. These are the foods that local school districts receive as commodities.	
2. Commodities are defined as foods made available each year by the Federal Government to feeding programs. Local programs pay only delivery and warehousing costs.	
3. The Agricultural Act of 1949 provided authority for the purchase and donation of "Price Support" commodities. This meant that more foods and different types of foods were made available to help support school lunch programs.	

LESSON 5 : REGULATIONS THAT GOVERN FOOD AND NUTRITION PROGRAMS

LESSON CONTENT	CLASS ACTIVITY
4. The National School Lunch Act was changed in 1974 to guarantee states either a minimum national average value of donated foods, or cash payments equal to the value of the donated foods not distributed.	Distribute Handout #5-8, Commodities Distribution.
5. There are specific regulations which cover the distribution of commodities to schools. Local food program authorities must:	
a. Have an approved application with the Michigan Department of Education and an outline of statistical operational data relating to their school in order to participate in the commodity program.	
b. Use commodity foods only in the school lunch program.	Divide participants into 7 small groups and ask each to discuss and answer the case study situations on Commodity Use, Handout #5-9. Share the results of each discussion group with the entire class.
c. Pay all in-state handling, processing, distribution and storage costs.	
d. Store commodities in a safe, sanitary and approved manner.	
e. Keep records of the amount of commodities received and utilized. Commodity foods are allocated on the basis of participation levels in the lunch program. Accurate record keeping is very important.	
6. Schools or districts can refuse commodities without an impact on their future receipt of commodity foods.	

LESSON 5 : REGULATIONS THAT GOVERN FOOD AND NUTRITION PROGRAMS

LESSON CONTENT	CLASS ACTIVITY
7. Commodities may not be stored in a private residence or used for any other purpose than feeding children at school or a school designated site (school camp).	
F. There are specific regulations to follow when operating a Summer Food Service Program for Children (SFSPC).	
1. The purpose of this program is to provide nutritious meals to children in low income areas when schools are not in session. This program began in 1968.	
2. Federal assistance is provided to eligible sponsors in the form of reimbursements made on a per meal served basis. Funds are divided into operational expenses and administrative expenses.	
3. Eligible sponsors for this program include diverse groups such as schools, public entities such as Cooperative Extension Service, city, township and county units of government and non-profit residential camps. In situations where a state does not wish to administer a summer feeding program, USDA accepts this responsibility. This has occured in Michigan. The Michigan program is administered from the Chicago office of USDA.	
4. Meals served in summer feeding programs can be prepared by the sponsoring agencies or can be purchased from a catering service. A catering service can be the local school food authority or a food service management company.	87

LESSON 5 : REGULATIONS THAT GOVERN FOOD AND NUTRITION PROGRAMS

LESSON CONTENT	CLASS ACTIVITY
5. Each year states or the USDA Regional Office administering the program must submit a plan of action for summer feeding programs to USDA for approval. Each individual sponsor must apply to the state agency or USDA and be approved before sponsorship is granted. The sponsor must sign an agreement to fulfill its obligations to operate a summer feeding program. 6. Facilities used as feeding sites must be able to document that attendance is down from areas where 50% or more of its participants are eligible for free or reduced price meals. G. There are specific regulations to follow when operating a Child Care Feeding Program. 1. These programs fall into three major categories: a. child care centers b. family and group day care homes c. after school recreation programs 2. Programs can be either public or non-profit, private, as established under Internal Revenue Service regulations. Profit-making centers are eligible if 25% of their enrolled children receive Title XX funding. 3. Children in such programs are grouped by family size and income level, the same criteria for school lunch apply, as follows:	

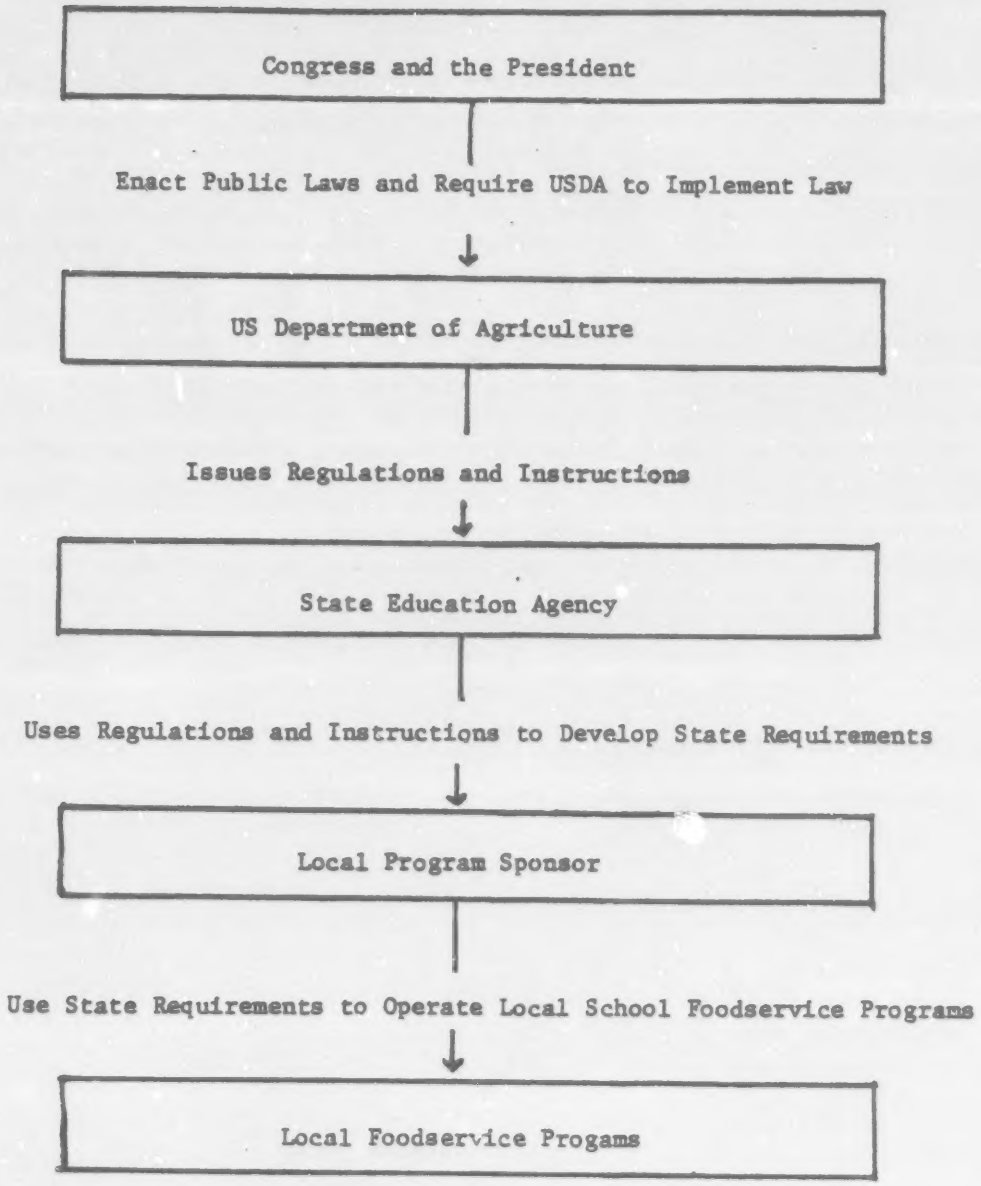
LESSON 5 : REGULATIONS THAT GOVERN FOOD AND NUTRITION PROGRAMS

LESSON CONTENT	CLASS ACTIVITY
a. children group A - free b. children group B - reduced c. children group C - paid 4. All programs must keep records of the following: a. number of meals and snacks served each day b. foods served at each meal and snack c. total food service operating costs d. total food service income (Note: Include this section only if your district operates such programs.) H. There are specific regulations to follow when operating a Nutrition Program for the Elderly. 1. Title IV of the Older Americans Act of 1968 initiated research and demonstration programs to improve nutritional services for the elderly. 2. Title VII of the Older Americans Act or National Nutrition Program for the Elderly was enacted by Congress in 1972 and represents a program providing inexpensive nutritious meals (1/3 of daily requirements) for the elderly in a social setting. Congress amended the OAA letters in 1978 to Title III C 1 and 2. Title 3C-1 is responsible for meals served in a congregate site while 3C-2 deals with home delivered meals. The responsibility of this	

LESSON CONTENT	CLASS ACTIVITY
program in Michigan is the Office of Services to the Aging, in the Department of Management and Budget. In 1981 there were 624 congregate Senior Citizens feeding sites, of this number 31 are in schools. Home delivered meals in Michigan averaged 10,000 per day for a 5-day week. The federal funding includes 85% of the implementation and operating costs for congregate sites. For home delivered meals 15% of costs from the federal government plus a state appropriation are provided. Another change in 1978 made the program available to all senior citizens and their spouses. Prior to that time the program was available only to elderly with certain income levels. The participants in the program are given the opportunity to donate cash contributions for meals.	

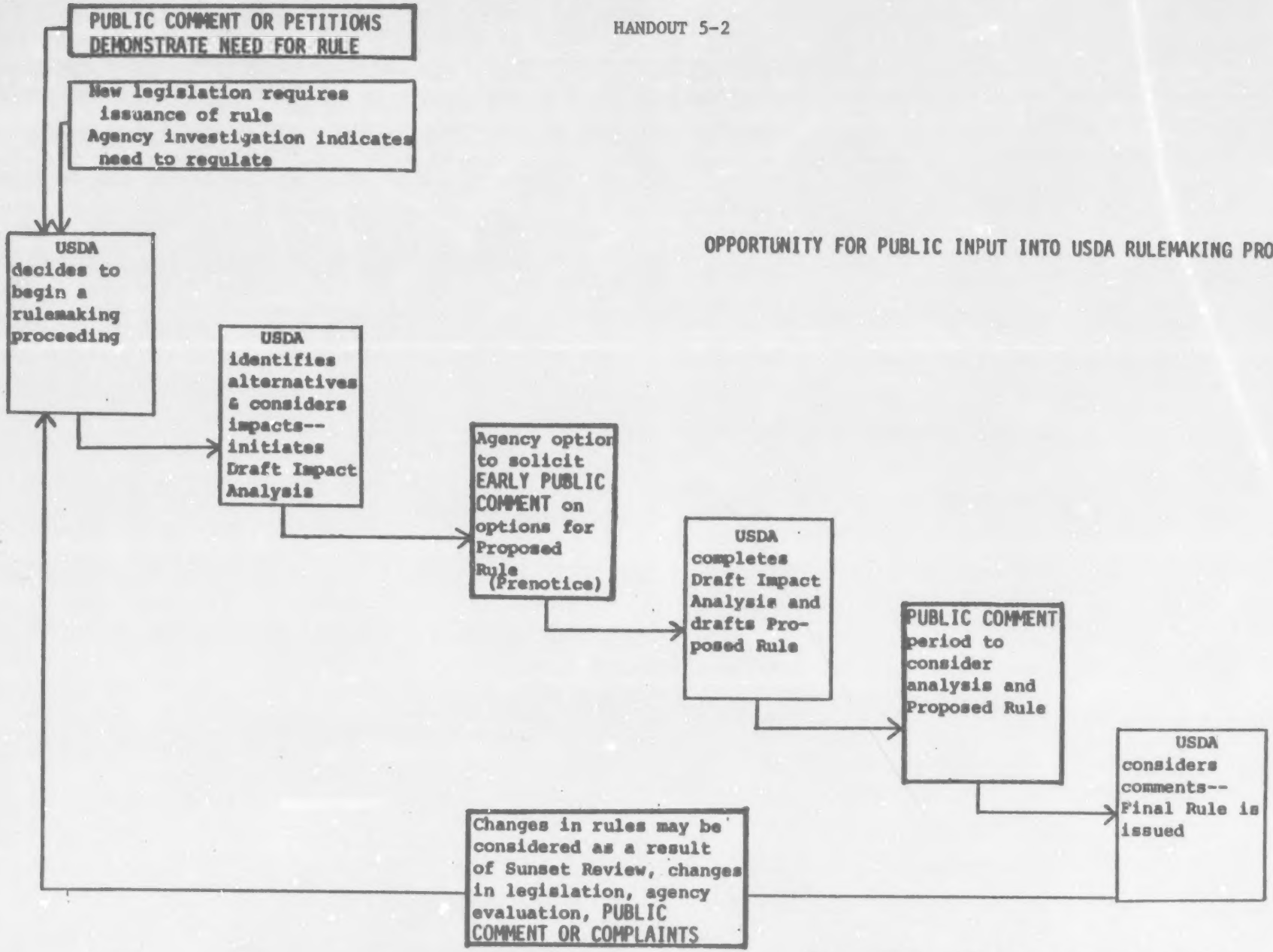
HANDOUT #5-1

PUBLIC LAWS, REGULATIONS, AND INSTRUCTIONS


Congress and the President
Enact Public Laws and Require USDA to Implement Law
US Department of Agriculture
Issues Regulations and Instructions
State Education Agency
Uses Regulations and Instructions to Develop State Requirements
Local Program Sponsor
Use State Requirements to Operate Local School Foodservice Programs
Local Foodservice Progams

HANDOUT 5-2

OPPORTUNITY FOR PUBLIC INPUT INTO USDA RULEMAKING PROCESS


PUBLIC COMMENT OR PETITIONS DEMONSTRATE NEED FOR RULE
New legislation requires issuance of rule
Agency investigation indicates need to regulate
USDA decides to begin a rulemaking proceeding
USDA identifies alternatives & considers impacts-- initiates Draft Impact Analysis
Agency option to solicit EARLY PUBLIC COMMENT on options for Proposed Rule (Prenotice)
USDA completes Draft Impact Analysis and drafts Proposed Rule
PUBLIC COMMENT period to consider analysis and Proposed Rule
USDA considers comments-- Final Rule is issued
Changes in rules may be considered as a result of Sunset Review, changes in legislation, agency evaluation, PUBLIC COMMENT OR COMPLAINTS

from: USDA. 1980. Participating in USDA Decisionmaking. Page 5

HANDOUT #5-3

Case Study: Determining Eligibility for Foster Children

Case I Like many schools, Learning Lane School has several application for free and reduced meals for foster children. The Jones', a family of five, have an income of $18,000. Two of the children are being adopted. The Department of Social Services makes a bi-weekly payment of $210 for the care of two adoptive children.

Case II The Smith's run a group foster home for mentally impaired children. They currently have six foster children giving them a total family of 9. The Department of Mental Health provides bi-weekly payments of $700 for each child. The Smith's have $21,000 additional income per year.

Case III The Martin's operate the Goodtime Group Home for Delinquent Children. The home is licensed as an "agency group home" for six and receives $300 per month for each child from the Department of Social Services. Children from the Martin's home are employed at various businesses in the community for $3.00 per hour, 10 hours of work per week.

How should each of these three cases be handled?

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Attachment #3

APPLICATION FOR FREE AND REDUCED PRICE MEALS

To apply for free and reduced price school meals, fill out this form and return it to the school office. You must complete a **separate** application for each child.

STUDENT FOR WHOM APPLICATION IS MADE

Student Name: Jones (Last) Tom (First) Learning Lane (Grade School) (Room Number)

HOUSEHOLD MEMBERS

List names of all related or unrelated persons who live in your household and share living expenses. (Include child listed above)

Names of Children	Names of Adults (Over 21 Yrs. Old)	Write Social Security Number for all adults. Write "None" for those who do not have one.* Social Security No.
	William Jones	123-45-6789
	Ruth Jones	883-12-1234

Total number of all household members 5

*SOCIAL SECURITY NUMBERS: "Section 9 of the National School Lunch Act requires that in order for your child to be eligible for free or reduced price meals, you must provide the social security numbers of all adult members of your household. Provision of these social security numbers is not mandatory, but failure to provide the numbers will result in a denial of the application for free or reduced price benefits. This notice must be brought to the attention of all household members whose social security numbers are disclosed. The social security numbers may be used to identify household members in carrying out efforts to verify the correctness of information stated on the application. These verification efforts may be carried out through program reviews, audits and investigation and may include contacting employers to determine income, contacting the state employment security office to determine the amount of benefits received, and checking the documentation given by household members to prove the amount of income. These efforts may result in a loss or reduction of benefits, administrative claims or legal actions if incorrect information is reported."

HOUSEHOLD INCOME

Indicate source and amount of current income before deductions such as taxes and social security. If you receive more than one check from any one of these sources, please indicate the total monthly amount received. For household members for whom last month's income was much higher or lower than normal, list that person's expected income for this year.

	TOTAL AMOUNT PER MONTH
Wages, Salary	$ 1,500.00
Social Security	
Public Assistance (Welfare)	
Unemployment	
Child Support (Alimony)	
Pension or Retirement	
Other	210.00
TOTAL MONTHLY INCOME	$ 1,710.00

FOSTER CHILDREN — In cases where the welfare agency has placed a child in a permanent home and/or subsidizes the child's adoption, the child is considered a member of the family.

If your child is in category A or B, described below, place a check mark in the proper box and write in the required income information.

☐ A. If the welfare agency is legally responsible for the child and the foster home is, in fact, an extension of the welfare agency, the foster child is considered a one-member family.
List his or her spendable income per month $_____

☐ B. If the child is a resident of a licensed "Group Foster" Home or a residential institution, he or she is considered a single person family and only his/her actual spending money is considered income.
List his/her spendable income per month $_____

FOOD STAMPS: You are allowed to receive both food stamps and school meal benefits. You are not required to answer this question. However, if you answer "Yes," we may verify this information with the food stamp office.
Does your household currently receive food stamp benefits? ☐ YES ☐ NO

(Continued on reverse side of page.)

C.?TIONAL INFORMATION:

This information is requested for statistical purposes only.

(Check ONE)

- ☐ American Indian or Alaskan Native
- ☐ Asian or Pacific Islander
- ☐ Black, not of Hispanic Origin
- ☐ Hispanic
- ☐ White, not of Hispanic Origin

SIGNATURE

I hereby certify that all of the information is true and correct and that all income is reported. I understand that this information is being given in connection with the receipt of Federal funds; that school officials may verify information; and that deliberate misrepresentation may subject me to prosecution under applicable State and Federal criminal statutes.

x William Jones 9/13/83
Signature of Adult Household Member — Date

Please print: _____
Name — Address — Telephone

FOR SCHOOL USE ONLY ——— DO NOT WRITE BELOW THIS LINE

- ☐ Approved for free meals
- ☐ Approved for reduced price meals
- ☐ Temporary approval for free/reduced price meals until _____ Date
- ☒ Denied
  Reason for Denial total family income exceeds published income scales.
- ☐ Parents Notified

_____
Approved By — Date

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Attachment #3

APPLICATION FOR FREE AND REDUCED PRICE MEALS

To apply for free and reduced price school meals, fill out this form and return it to the school office. You must complete a **separate** application for each child.

STUDENT FOR WHOM APPLICATION IS MADE

Student Name: Smith (Last) John (First) Learning Lane/2nd Grade (Grade School) 106 (Room Number)

HOUSEHOLD MEMBERS

List names of all related or unrelated persons who live in your household and share living expenses. (Include child listed above)

Write Social Security Number for all adults. Write "None" for those who do not have one.*

Names of Children	Names of Adults (Over 21 Yrs. Old)	Social Security No.
	John Smith	284-96-0330
	Mary Smith	456-78-9012

Total number of all household members 3

*SOCIAL SECURITY NUMBERS: "Section 9 of the National School Lunch Act requires that in order for your child to be eligible for free or reduced price meals, you must provide the social security numbers of all adult members of your household. Provision of these social security numbers is not mandatory, but failure to provide the numbers will result in a denial of the application for free or reduced price benefits. This notice must be brought to the attention of all household members whose social security numbers are disclosed. The social security numbers may be used to identify household members in carrying out efforts to verify the correctness of information stated on the application. These verification efforts may be carried out through program reviews, audits and investigation and may include contacting employers to determine income, contacting the state employment security office to determine the amount of benefits received, and checking the documentation given by household members to prove the amount of income. These efforts may result in a loss or reduction of benefits, administrative claims or legal actions if incorrect information is reported."

HOUSEHOLD INCOME

Indicate source and amount of current income before deductions such as taxes and social security. If you receive more than one check from any one of these sources, please indicate the total monthly amount received. For household members for whom last month's income was much higher or lower than normal, list that person's expected income for this year.

	TOTAL AMOUNT PER MONTH
Wages, Salary	$ 1,750.00
Social Security	
Public Assistance (Welfare)	
Unemployment	
Child Support (Alimony)	
Pension or Retirement	
Other	
TOTAL MONTHLY INCOME	$ 1,750.00

FOSTER CHILDREN — In cases where the welfare agency has placed a child in a permanent home and/or subsidizes the child's adoption, the child is considered a member of the family.

If your child is in category A or B, described below, place a check mark in the proper box and write in the required income information.

☐ A. If the welfare agency is legally responsible for the child and the foster home is, in fact, an extension of the welfare agency, the foster child is considered a one-member family.
List his or her spendable income per month $_____

☐ B. If the child is a resident of a licensed "Group Foster" Home or a residential institution, he or she is considered a single person family and only his/her actual spending money is considered income.
List his/her spendable income per month $_____

FOOD STAMPS: You are allowed to receive both food stamps and school meal benefits. You are not required to answer this question. However, if you answer "Yes," we may verify this information with the food stamp office.
Does your household currently receive food stamp benefits? ☐ YES ☐ NO

(Continued on reverse side of page.)

OPTIONAL INFORMATION:

This information is requested for statistical purposes only.

(Check ONE)

- ☐ American Indian or Alaskan Native
- ☐ Asian or Pacific Islander
- ☐ Black, not of Hispanic Origin
- ☐ Hispanic
- ☐ White, not of Hispanic Origin

SIGNATURE

I hereby certify that all of the information is true and correct and that all income is reported. I understand that this information is being given in connection with the receipt of Federal funds; that school officials may verify information; and that deliberate misrepresentation may subject me to prosecution under applicable State and Federal criminal statutes.

x Mary Smith 9/1/33
Signature of Adult Household Member — Date

Please print: _____
Name — Address — Telephone

FOR SCHOOL USE ONLY — DO NOT WRITE BELOW THIS LINE

- ☐ Approved for free meals
- ☐ Approved for reduced price meals
- ☐ Temporary approval for free/reduced price meals until _____ Date
- ☑ Denied
  Reason for Denial: family income exceed published income guidelines.
- ☐ Parents Notified

_____ _____
Approved By — Date

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Attachment #3

APPLICATION FOR FREE AND REDUCED PRICE MEALS

To apply for free and reduced price school meals, fill out this form and return it to the school office. You must complete a **separate** application for each child.

STUDENT FOR WHOM APPLICATION IS MADE

Student Name: Martin (Last) Billy (First) Learning Lane (Grade School) (Room Number)

HOUSEHOLD MEMBERS

List names of all related or unrelated persons who live in your household and share living expenses. (Include child listed above)

Write Social Security Number for all adults. Write "None" for those who do not have one.*

Names of Children	Names of Adults (Over 21 Yrs. Old)	Social Security No.

Total number of all household members 1

*SOCIAL SECURITY NUMBERS: "Section 9 of the National School Lunch Act requires that in order for your child to be eligible for free or reduced price meals, you must provide the social security numbers of all adult members of your household. Provision of these social security numbers is not mandatory, but failure to provide the numbers will result in a denial of the application for free or reduced price benefits. This notice must be brought to the attention of all household members whose social security numbers are disclosed. The social security numbers may be used to identify household members in carrying out efforts to verify the correctness of information stated on the application. These verification efforts may be carried out through program reviews, audits and investigation and may include contacting employers to determine income, contacting the state employment security office to determine the amount of benefits received, and checking the documentation given by household members to prove the amount of income. These efforts may result in a loss or reduction of benefits, administrative claims or legal actions if incorrect information is reported."

HOUSEHOLD INCOME

Indicate source and amount of current income before deductions such as taxes and social security. If you receive more than one check from any one of these sources, please indicate the total monthly amount received. For household members for whom last month's income was much higher or lower than normal, list that person's expected income for this year.

	TOTAL AMOUNT PER MONTH
Wages, Salary	$
Social Security	
Public Assistance (Welfare)	
Unemployment	
Child Support (Alimony)	
Pension or Retirement	
Other	
TOTAL MONTHLY INCOME	$ 120.00

FOSTER CHILDREN — In cases where the welfare agency has placed a child in a permanent home and/or subsidizes the child's adoption, the child is considered a member of the family.

If your child is in category A or B, described below, place a check mark in the proper box and write in the required income information.

☐ A. If the welfare agency is legally responsible for the child and the foster home is, in fact, an extension of the welfare agency, the foster child is considered a one-member family.
List his or her spendable income per month $_____

☒ B. If the child is a resident of a licensed "Group Foster" Home or a residential institution, he or she is considered a single person family and only his/her actual spending money is considered income.
List his/her spendable income per month $ 120.00

FOOD STAMPS: You are allowed to receive both food stamps and school meal benefits. You are not required to answer this question. However, if you answer "Yes," we may verify this information with the food stamp office.
Does your household currently receive food stamp benefits? ☐ YES ☐ NO

(Continued on reverse side of page.)

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Attachment #3
(Page 2)

OPTIONAL INFORMATION:

This information is requested for statistical purposes only.

(Check ONE)

- ☐ American Indian or Alaskan Native
- ☐ Asian or Pacific Islander
- ☐ Black, not of Hispanic Origin
- ☐ Hispanic
- ☐ White, not of Hispanic Origin

SIGNATURE

I hereby certify that all of the information is true and correct and that all income is reported. I understand that this information is being given in connection with the receipt of Federal funds; that school officials may verify information; and that deliberate misrepresentation may subject me to prosecution under applicable State and Federal criminal statutes.

x Janet Martin 9/22/83
Signature of Adult Household Member — Date

Please print: _____
Name — Address — Telephone

FOR SCHOOL USE ONLY — DO NOT WRITE BELOW THIS LINE

- ☒ Approved for free meals
- ☐ Approved for reduced price meals
- ☐ Denied
  Reason for Denial _____
- ☐ Temporary approval for free/reduced price meals until _____ Date
- ☐ Parents Notified

_____ _____
Approved By — Date

HANDOUT 5-5

CASE STUDY: THE GREEN FAMILY APPLICATION FOR FREE MEALS

The following application was received by the district on September 13, 1983. The application was dated September 9, 1983.

The application includes the following: name of the student, school and grade, income, family size, proper signature, and Social Security number of adult household members.

Based on the information provided (face value), Mary Jane Green appears to qualify for free lunches. Unfortunately, the Green family did not report all the income and wages available to the household. The grandparents receive Social Security checks every month. Even though Social Security income is non-taxable, it is considered additional income by the National School Lunch Program of the Department of Agriculture.

Further documentation is required from the Green family. A new total income figure which includes Social Security checks must be obtained. After the combined income is received, the income must be compared to the income poverty guidelines published by the United States Department of Agriculture.

In this specific case, it is very possible that Mary Jane Green could qualify for reduced priced lunches.

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Attachment #3

APPLICATION FOR FREE AND REDUCED PRICE MEALS

To apply for free and reduced price school meals, fill out this form and return it to the school office. You must complete a **separate** application for each child.

STUDENT FOR WHOM APPLICATION IS MADE

Student Name: Green (Last) | Mary Jane (First) | Lincoln Elementary (School) | 2nd Grade (Grade) | (Room Number)

HOUSEHOLD MEMBERS

List names of all related or unrelated persons who live in your household and share living expenses. (Include child listed above)

Write Social Security Number for all adults. Write "None" for those who do not have one.*

Names of Children	Names of Adults (Over 21 Yrs. Old)	Social Security No.
	Beverly Green	342-67-8222
	Robert Green	358-75-2693
	Mary Roberts	348-69-7312
	William Roberts	782-34-1234

Total number of all household members 5

*SOCIAL SECURITY NUMBERS: "Section 9 of the National School Lunch Act requires that in order for your child to be eligible for free or reduced price meals, you must provide the social security numbers of all adult members of your household. Provision of these social security numbers is not mandatory, but failure to provide the numbers will result in a denial of the application for free or reduced price benefits. This notice must be brought to the attention of all household members whose social security numbers are disclosed. The social security numbers may be used to identify household members in carrying out efforts to verify the correctness of information stated on the application. These verification efforts may be carried out through program reviews, audits and investigation and may include contacting employers to determine income, contacting the state employment security office to determine the amount of benefits received, and checking the documentation given by household members to prove the amount of income. These efforts may result in a loss or reduction of benefits, administrative claims or legal actions if incorrect information is reported."

HOUSEHOLD INCOME

Indicate source and amount of current income before deductions such as taxes and social security.* If you receive more than one check from any one of these sources, please indicate the total monthly amount received. For household members for whom last month's income was much higher or lower than normal, list that person's expected income for this year.

Income includes my husband's salary. My mother & father live with us but only receive Social Security checks (non-taxable)

	TOTAL AMOUNT PER MONTH
Wages, Salary	$
Social Security	
Public Assistance (Welfare)	
Unemployment	
Child Support (Alimony)	
Pension or Retirement	
Other	
TOTAL MONTHLY INCOME	$ 940.00

FOSTER CHILDREN — In cases where the welfare agency has placed a child in a permanent home and or subsidizes the child's adoption, the child is considered a member of the family.

If your child is in category A or B, described below, place a check mark in the proper box and write in the required income information.

☐ A. If the welfare agency is legally responsible for the child and the foster home is, in fact, an extension of the welfare agency, the foster child is considered a one-member family.
List his or her spendable income per month $_____

☐ B. If the child is a resident of a licensed "Group Foster" Home or a residential institution, he or she is considered a single person family and only his/her actual spending money is considered income.
List his/her spendable income per month $_____

FOOD STAMPS: You are allowed to receive both food stamps and school meal benefits. You are not required to answer this question. However, if you answer "Yes," we may verify this information with the food stamp office.
Does your household currently receive food stamp benefits? ☐ YES ☐ NO

(Continued on reverse side of page.)

OPTIONAL INFORMATION:

This information is requested for statistical purposes only.

(Check ONE)

- ☐ American Indian or Alaskan Native
- ☐ Asian or Pacific Islander
- ☐ Black, not of Hispanic Origin
- ☐ Hispanic
- ☐ White, not of Hispanic Origin

SIGNATURE

I hereby certify that all of the information is true and correct and that all income is reported. I understand that this information is being given in connection with the receipt of Federal funds; that school officials may verify information; and that deliberate misrepresentation may subject me to prosecution under applicable State and Federal criminal statutes.

x Beverly Green Sept. 9, 1983
Signature of Adult Household Member — Date

Please print: _____
Name — Address — Telephone

FOR SCHOOL USE ONLY ——— DO NOT WRITE BELOW THIS LINE

- ☐ Approved for free meals
- ☐ Approved for reduced price meals
- ☐ Temporary approval for free/reduced price meals until _____ Date
- ☒ Denied
  Reason for Denial Incomplete income information
- ☐ Parents Notified

_____
Approved By — Date

HANDOUT 5-6

Case Study: Hardship Condition

Sally Student's application for reduced price meals was approved in September of 1983. The total income for the family of six was listed as $21,500.00 per year. This income exceeded the income guidelines, but was approved due to the hardship condition ($600.00 per month for house payments).

What was the family's income, applying the hardship condition? Was the application correctly approved? Why? Why not?

Answer:

The family income was still $21,500.00. The principal erred when reducing the income due to a hardship factor. Only gross income must be considered. USDA Regulations no longer allow hardship factors to be considered when determining income eligibility.

SM-4458A
4/83

Attachment #3

APPLICATION FOR FREE AND REDUCED PRICE MEALS

To apply for free and reduced price school meals, fill out this form and return it to the school office. You must complete a **separate** application for each child.

STUDENT FOR WHOM APPLICATION IS MADE

Student Name: Student (Last) Sally (First) 10th (Grade) Central High (School) (Room Number)

HOUSEHOLD MEMBERS

List names of all related or unrelated persons who live in your household and share living expenses. (Include child listed above)

Write Social Security Number for all adults. Write "None" for those who do not have one.*

Names of Children	Names of Adults (Over 21 Yrs. Old)	Social Security No.

Total number of all household members 6

*SOCIAL SECURITY NUMBERS: "Section 9 of the National School Lunch Act requires that in order for your child to be eligible for free or reduced price meals, you must provide the social security numbers of all adult members of your household. Provision of these social security numbers is not mandatory, but failure to provide the numbers will result in a denial of the application for free or reduced price benefits. This notice must be brought to the attention of all household members whose social security numbers are disclosed. The social security numbers may be used to identify household members in carrying out efforts to verify the correctness of information stated on the application. These verification efforts may be carried out through program reviews, audits and investigation and may include contacting employers to determine income, contacting the state employment security office to determine the amount of benefits received, and checking the documentation given by household members to prove the amount of income. These efforts may result in a loss or reduction of benefits, administrative claims or legal actions if incorrect information is reported."

HOUSEHOLD INCOME

Indicate source and amount of current income before deductions such as taxes and social security. If you receive more than one check from any one of these sources, please indicate the total monthly amount received. For household members for whom last month's income was much higher or lower than normal, list that person's expected income for this year.

	TOTAL AMOUNT PER MONTH
Wages, Salary	$
Social Security	
Public Assistance (Welfare)	
Unemployment	
Child Support (Alimony)	
Pension or Retirement	
Other	
TOTAL MONTHLY INCOME	$ 1,792.00

FOSTER CHILDREN — In cases where the welfare agency has placed a child in a permanent home and or subsidizes the child's adoption, the child is considered a member of the family.

If your child is in category A or B, described below, place a check mark in the proper box and write in the required income information.

☐ A. If the welfare agency is legally responsible for the child and the foster home is, in fact, an extension of the welfare agency, the foster child is considered a one-member family.
List his or her spendable income per month $_____

☐ B. If the child is a resident of a licensed "Group Foster" Home or a residential institution, he or she is considered a single person family and only his/her actual spending money is considered income.
List his/her spendable income per month $_____

FOOD STAMPS: You are allowed to receive both food stamps and school meal benefits. You are not required to answer this question. However, if you answer "Yes," we may verify this information with the food stamp office.
Does your household currently receive food stamp benefits? ☐ YES ☐ NO

(Continued on reverse side of page.)

OPTIONAL INFORMATION:

This information is requested for statistical purposes only.

(Check ONE)

- ☐ American Indian or Alaskan Native
- ☐ Asian or Pacific Islander
- ☐ Black, not of Hispanic Origin
- ☐ Hispanic
- ☐ White, not of Hispanic Origin

SIGNATURE

"I hereby certify that all of the information is true and correct and that all income is reported. I understand that this information is being given in connection with the receipt of Federal funds; that school officials may verify information; and that deliberate misrepresentation may subject me to prosecution under applicable State and Federal criminal statutes.

X _____
Signature of Adult Household Member — Date

Please print: _____
Name — Address — Telephone

FOR SCHOOL USE ONLY ——— DO NOT WRITE BELOW THIS LINE

- ☐ Approved for free meals
- ☐ Approved for reduced price meals
- ☐ Temporary approval for free/reduced price meals until _____ Date
- ☒ Denied
  Reason for Denial Income exceeds published guidelines
- ☐ Parents Notified

Mr. Bob Principal — Approved By
9-12-83 — Date

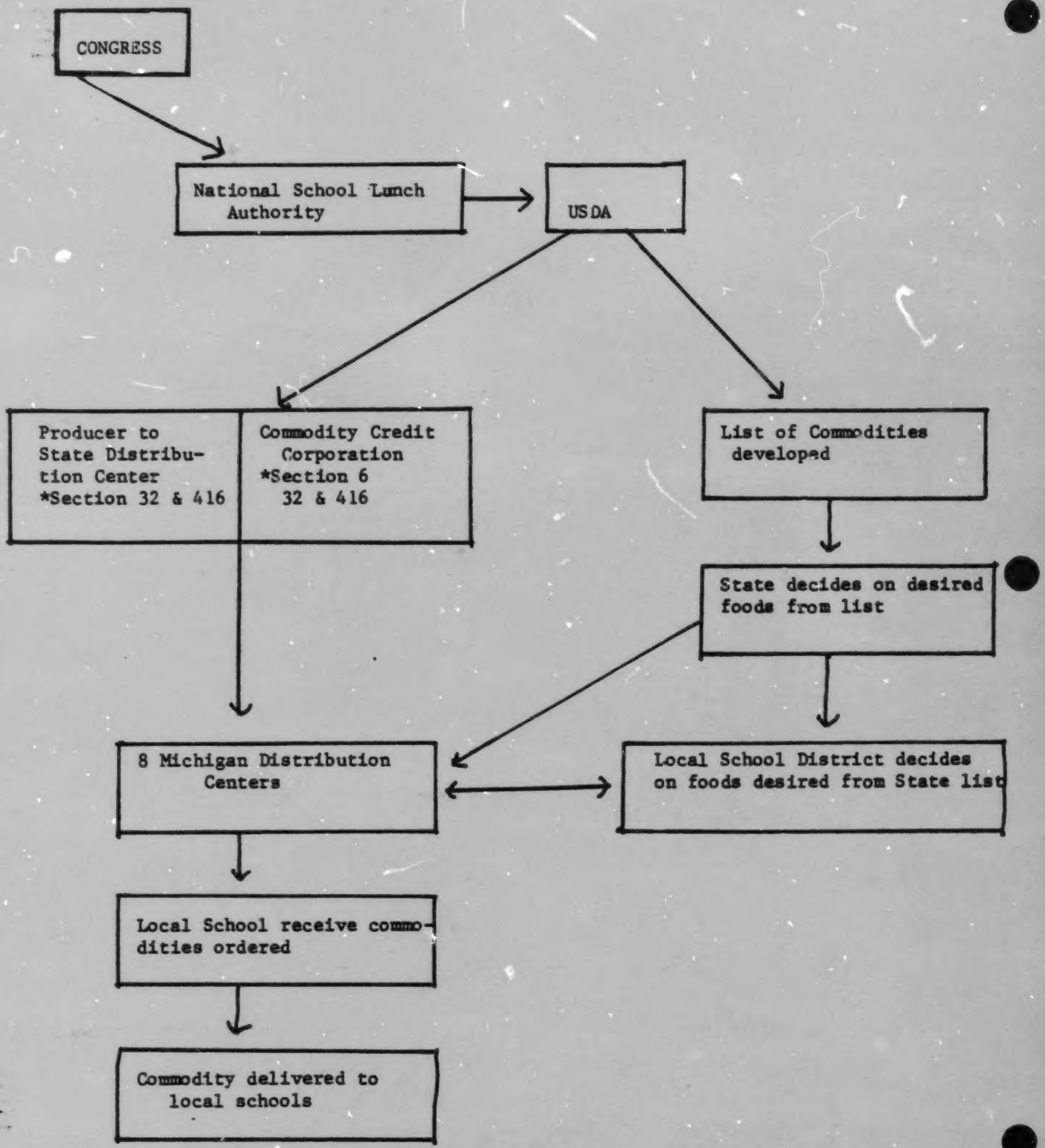
CHILD NUTRITION PROGRAMS AVAILABLE THROUGH MICHIGAN DEPARTMENT OF EDUCATION 1983-84. HANDOUT 5-7

Program	Meal Available	Reimbursement Rates Free	Reduced	Paid	Qualifying Prerequisites	Commodities	Age	Other
National School Lunch	Breakfast	.6275	.3275	.09	Public or non-profit Private Licensed school or residential. Family size and income must be documented for all free or reduced meals claimed.	No	Toddler to 18	
	Lunch	1.2025	.8025	.1150		Yes	Resident of Institution to 21	
	Lunch in a district - 60% free reduced	1.2225	.8225	.1350			Handicapped to 25.	
	Special Milk Program of only participation	cost of milk per ½ pt.		.09251/ ½ pint				
						Cash in lieu		
Child Care Food	Breakfast	.6275	.3275	.0900	Public or non-profit private non-school, non-residential Child Care Institution. Licensed by Dept. Social Services or after school recreation Program Family size and income documented for all meal claims free or reduced.	.00	0-18 handicapped to 25.	Sponsors of Family Day Care Homes (Administration Costs) First 50 Homes $46.00 for each home. Next 150 Homes $35.00 for each home. Next 800 Homes $28.00 for each home. Remaining Homes $24.00 for each home.
	Supplements	.33	.1650	.0300		.00		
	Lunch/Supper	1.2025	.8025	.1150		.1150		
Family Day Care	Breakfast	.5250						
	Supplement	.3075 each						
	Lunch/Supper	1.0300 each						

Summer food programs are administered by USDA Midwest District Office in Chicago

HANDOUT #5-8

COMMODITIES: DISTRIBUTION CHART


CONGRESS
National School Lunch Authority
USDA
Producer to State Distribution Center *Section 32 & 416
Commodity Credit Corporation *Section 6 32 & 416
List of Commodities developed
State decides on desired foods from list
8 Michigan Distribution Centers
Local School District decides on foods desired from State list
Local School receive commodities ordered
Commodity delivered to local schools

*Section 6 - includes desirable foods used in school feeding programs
*Section 32 and 416 - includes food items needing market price support or supplemental foods requiring removal due to an abundant supply.

COMMODITY DISTRIBUTION

Purpose

The food commodities available under the Agricultural Acts and the National School Lunch Act became available to:

Encourage domestic consumption of surplus agricultural supplies;

Help farmers obtain a reasonable price for products;

Supplement nutritional needs of students; and

Reduce cost of food needed for meals, with the hope of increasing participation.

Sponsors

Those sponsors eligible for school lunch, child care meals, (receive "cash in lieu of commodities" only) summer food service programs meals (except commercial vendors), and certain other sponsors such as residential summer camps.

Federal Assistance to Sponsors

Under the Agricultural Acts of 1935 and 1949:

Section 32 - surplus items

Section 416 - price support items

Under the National School Lunch Act of 1946:

Section 6 - school lunch only items which contribute to the meal pattern.

The value per meal of the items available is changed once a year. If insufficient commodities are available, cash is distributed to make up the difference. This is referred to as "cash in lieu of commodities" or "commodity shortfall."

Obligations of Sponsors

Sponsors must:

1. Order and accept items available that can be utilized in a 30-day period, on a first-in - first-out basis;
2. Use items for the meal intended (not for classrooms, snacks, or a la carte);
3. Furnish proper storage facilities, including correct temperature (and thermometers), shelving and pallets, and proper ventilation;
4. Purchase commercial storage space if own space is insufficient- NEVER USE PRIVATE HOMES:
5. Assume liability for losses and make satisfactory settlement for illegal use;

6. Dispose of all salvageable containers bearing USDA commodity information;
7. Transfer commodity items to another sponsor, or destroy items only with written approval;
8. Purchase foods that are plentiful and in season;
9. Furnish inventories to the State when requested; and
10. Keep all records three years.

Consequences:

1. If the regulations are not followed, prosecution and or restitution will follow.

Materials prepared by Barbara Wilson - Wayne County Intermediate School District.

HANDOUT #5-9

CASE STUDY SITUATIONS FOR COMMODITY USE

Divide class participants into small groups and assign each group one of the case study situations below. Ask them to discuss the situation and determine an answer to the final question. Ask a member of each group to report the results of their group so that all participants may share in the results of all groups.

1. An elementary school teacher wants your empty commodity cheese cartons. Can you give them to him?

2. Your sixth grade is going to camp next week. You are helping with menus and with purchasing of food. You have sufficient flour, rolled oats and orange juice. You sent it with them. Was that legal?

3. The Home Economics class is preparing lunch as part of a class project. You give them commodities for use in their meal. Were you right in doing this?

4. The preschool wants peanuts for their morning snack because they are running out of snack money. How do you answer them?

5. You do not do any of your own baking in your district, but the district next to yours has their own bakery. You gave them your flour since you couldn't use all of yours. Was this legal?

6. A salesman comes in with some really good peanut butter cookies. He says that they can make them for you with your commodity peanut butter. You have lots of peanut butter, and the cookies would be packaged individually. You would plan to sell them on your a la carte line. You make a written agreement with him to take your peanut butter and make these cookies for you.

7. You have a power failure. All of your frozen and refrigerated commodities spoil and cannot be used. You throw them out and call the State and ask them for replacements. What is their answer?

8. Glenville High School while taking inventory in April discovered that they had more turkey rolls and turkey hot dogs than they could use by the end of school. The Food Director called a near-by school that she knew had neither commodity item and asked if she wanted the turkey rolls or turkey hot dogs. The other school was pleased to pick up some turkey rolls and hot dogs.

9. Mrs. Martin was food service manager of a small school district and because of the low pay supplemented her income by catering to people in the community. It was more convenient to use the school kitchen and often she used commodities because she had "extra" on hand.

10. One of the larger school districts in the state decided to take some of their dried milk allotment and have mozarella cheese made to be used in pizza and other dishes. They contacted a company and drew up a contract identifying cost and delivery dates and several weeks later had their cheese.

ANSWER KEY

HANDOUT #5-9

1. The empty commodity cheese cartons may be given to the elementary school teacher.

2. If the camping program is part of the school program, food can be purchased from the food service and commodities can be used.

3. Home Economics classes can use commodities for teaching purposes if the items are available and identified procedures followed.

4. Peanuts cannot be given to preschool for snacks. Peanuts are a commodity food and not available to preschool programs since they receive money in lieu of commodities. Peanuts do not fit the snack pattern and would have to be used as an "extra" food item.

5. You can give the flour to the district with a bakery and then buy the bread and rolls from them. It is not possible to increase the amount of flour for another school district. However, the State must approve any contract whereby commodities are processed into another food item.

6. Commodity items such as peanut butter, or flour may be given to a manufacturer to produce a complete product. The product-peanut butter cookies can be used in school lunch programs but not a la carte lines. However, the contract must first be approved by the State Agency.

7. The first step in disposing of commodities is to call the State Office. A field representative will visit the school and inspect the commodities and then issue a request for throwing away the food. This food cannot be replaced.

8. Commodities cannot be transferred from one school to another.

9. Mrs. Martin was in trouble on several counts.

   School property and utilities can <u>only</u> be used for school related activities or by special permission of school officials and board. An example of special permission might be a community activity for "special guest" in town and a fund raising dinner held in the school. Under no circumstances may schools be used for private catering businesses.

   Commodity items are to be used <u>only</u> for participants in the school lunch program.

   Mrs. Martin had not discussed with school personnel her use of school property.

10. It is possible to have food manufactured from commodity items but <u>before</u> the event happens the information should be submitted to the State Food and Nutrition Section of State Department of Education and permission is granted or rejected. A school or district does not act as a separate entity.

Lesson 6 ROLE OF GOVERNMENT AGENCIES IN CHILD NUTRITION PROGRAMS

A. GOAL OF THIS LESSON

The goal of this lesson is to explore the role of the four governmental levels (federal, state, intermediate and local) in the administration of Child Nutrition Programs.

B. PURPOSE OF THIS LESSON

After completing this lesson the participants should be able to:

1. Identify the 4 governmental levels
2. Provide examples of tasks which each governmental level performs.

C. INSTRUCTOR PREPARATION FOR CLASS ACTIVITIES

1. Duplicate sufficient copies of handouts.
2. Contact any resource person(s) needed by telephone and in writing at least four weeks in advance of the scheduled lesson. The resource person(s) should be alerted to:
   a. the target audience and background of participants including education and work experience
   b. the number of participants expected
   c. the goal(s) and purpose(s) of the lesson and topics to be covered.
3. Obtain the name and address of at least one Congressman from your area (Senator or Representative).
4. Recontact the resource person(s) one week before class to confirm date, time and location of lesson. Determine if special equipment or other requirements will be necessary.
5. Write a note to the resource person(s) thanking them for their participation after completing the lesson.
6. Obtain copies of job descriptions of positions in the Food and Nutrition Program for class activity, p. 103.

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D. KEY WORDS USED IN THIS LESSON

Legislative Branch: the branch of government that includes the Congress (Senate and House of Representatives)

Executive Branch: the branch of government that includes the President and his Cabinet

Judicial Branch: the branch of government that includes the judges and court system

E. REFERENCES FOR ADDITIONAL INFORMATION

1. A Citizen's Guide to Lobbying. See reference list, Lesson 3.

F. SUGGESTED SOURCES FOR RESOURCE PERSONS

1. Food and Nutrition Program official, Michigan Department of Education
2. District Food Service Director or Manager

LESSON 6 : ROLE OF GOVERNMENT AGENCIES IN CHILD NUTRITION PROGRAMS

LESSON CONTENT	CLASS ACTIVITY
A. Each level of government is important in the administration of Child Nutrition Programs. 1. Four levels of government are concerned with school food service. a. At the Federal level, there are three branches which affect Child Nutrition Programs: (1) The Congress (House of Representatives and Senate, or the Legislative Branch) which makes the laws. (2) The President is the Chief Executive and implements the laws. The U.S. Department of Agriculture (USDA), Food and Nutrition Service (FNS) is the agency which the President uses to interpret and implement the laws which affect Child Nutrition Programs. (3) The Courts (The Judicial Branch) determine the lawfulness of regulations and policy. b. At the State level, the Michigan Department of Education, Food and Nutrition Program is responsible for administering most nutrition programs, special milk programs, and child care feeding programs. c. At the Intermediate School District the ISD is the liaison between the Michigan Department of Education (MDE) and local boards of education and provides consulting and support services. The ISD can also be a program sponsor.	Distribute Handout #6-1, "Relationship of Governmental Levels in a Child Nutrition Program. Review: A. the channels of communication between each governmental level. B. the roles that each governmental level may have in the administration of food service programs in your district. C. the role of your ISD including: 1. how many districts does it service? 2. what services does it provide? 3. identify the names of the personnel currently on the ISD food service staff in your district. 4. take a field trip to the local I.S.D. office, if appropriate.

LESSON CONTENT	CLASS ACTIVITY
d. At the Local Level, the School Boards of Education are responsible for making policy at the local level. For example, they could decide if competitive foods (those regulated by USDA) would be served in their schools after restricted time periods.	
2. Each level makes some laws, regulations or policies and also delegates other powers. It may give authority to make decisions to the next lower governmental level.	Distribute Handout #6-2, "Organization Chart for Department of Education, Food and Nutrition Program." Discuss the contents of this chart and how it relates to your local schools.
B. The Federal Government has an Important Role in Child Nutrition Programs.	A. Fill in the names of the people who hold the positions on the organization chart at the local and state level. B. Distribute copies of job descriptions of the various positions on the organization chart. Each participant should get a different job description if possible. C. Assign participants in pairs or small groups to role play an interview between job responsibilities. Participants should watch other role plays so as to learn the details of all job descriptions distributed.

LESSON 6 : ROLE OF GOVERNMENT AGENCIES IN CHILD NUTRITION PROGRAMS

LESSON CONTENT	CLASS ACTIVITY
1. Congress develops the "laws of the land" through the legislative process with the approval of the President. a. For example, Congress passed the original National School Lunch Act "to safeguard the health and well-being of the nation's children." b. Because of the competition for funds and a need to balance the Federal budget, Congress and the President must continuously evaluate the effectiveness of all federal programs, including the Child Nutrition Program. 2. The President of the United States: a. provides general direction to the Congress by indicating ideas about matters of importance to the nation. b. approves or disapproves (vetos) bills passed by Congress (See lesson on the legislative process) c. approves or disapproves (vetoe) funds to be appropriated for carrying out various government programs. 3. The U.S. Department of Agriculture (USDA), Food and Nutrition Service has a key role in Child Nutrition Programs. a. The Secretary of Agriculture, who holds a cabinet-level position is appointed by the President to serve as the chief executive of the USDA.	As a class draft a letter to your Congressman (Senator or Representative) relating your feelings about the importance of Child Nutrition Programs. Explain your current concerns and problems in your district's food service program. Have letter typed, signed by the entire class and mailed to your Congressman.

LESSON CONTENT	CLASS ACTIVITY
b. Through interaction with Congress and the President, USDA defines broad program objectives for the Child Nutrition Programs. c. It develops guidelines, regulations, and instructions to attain these objectives. d. It allocates money which it receives from the Congress to partially fund programs such as school breakfast and lunch and milk reimbursements and; e. It collects information to inform Congress about the success or failures of programs and makes appropriate recommendations for program funding and improvements. f. It evaluates the effectiveness of state agencies and provides technical assistance. g. It helps state agencies to interpret regulations and to administer the Child Nutrition programs.	
C. State Governments have a major role in Child Nutrition Programs. 1. The state legislature may pass laws declaring the minimum obligation of schools in the area not covered by federal laws and regulations. a. Michigan Law (§380.1272) requires that the National School Lunch Program be made available to all children attending public kindergarten through grade 12 schools (K-12). Private non-profit schools may participate in the program by applying to the Food and Nutrition program of School Management Services, Lansing, Michigan.	Distribute Handout #6-3 "Mandatory School Food Service - Act 43" (§380.1272) Discuss all sections of the mandate.

LESSON CONTENT	CLASS ACTIVITY
b. Michigan legislature passed a law requiring the breakfast program be available in 1978 in all schools with 50% needy families. If the breakfast program is established in the school all students can take part in the program as free, reduced, or paid participant. State funds are provided to support the State mandate and to match federal funding. The breakfast portion of the mandate becomes optional in a year when the State Legislature refused to adequately fund the program. From 1980 to the present, the program has been optional due to lack of funding. The lunch portion of the mandate is fully operational.	
2. The Food and Nutrition Program has been authorized by the State Board of Education to: a. Plan for and administer programs at the state level. b. Establish State policies consistent with federal intent. c. Give Federal and State money to the schools. d. Provide technical help to schools wanting to improve Child Nutrition Programs. e. Evaluate school food service programs to be sure that Federal and State requirements are met. f. Analyze public districts eligibility for waivers from the school lunch mandate.	Invite a Food and Nutrition Program official from the State to visit class to discuss the administration of school food service programs at the various governmental levels and the impact of State mandated feeding programs such as the school lunch program.

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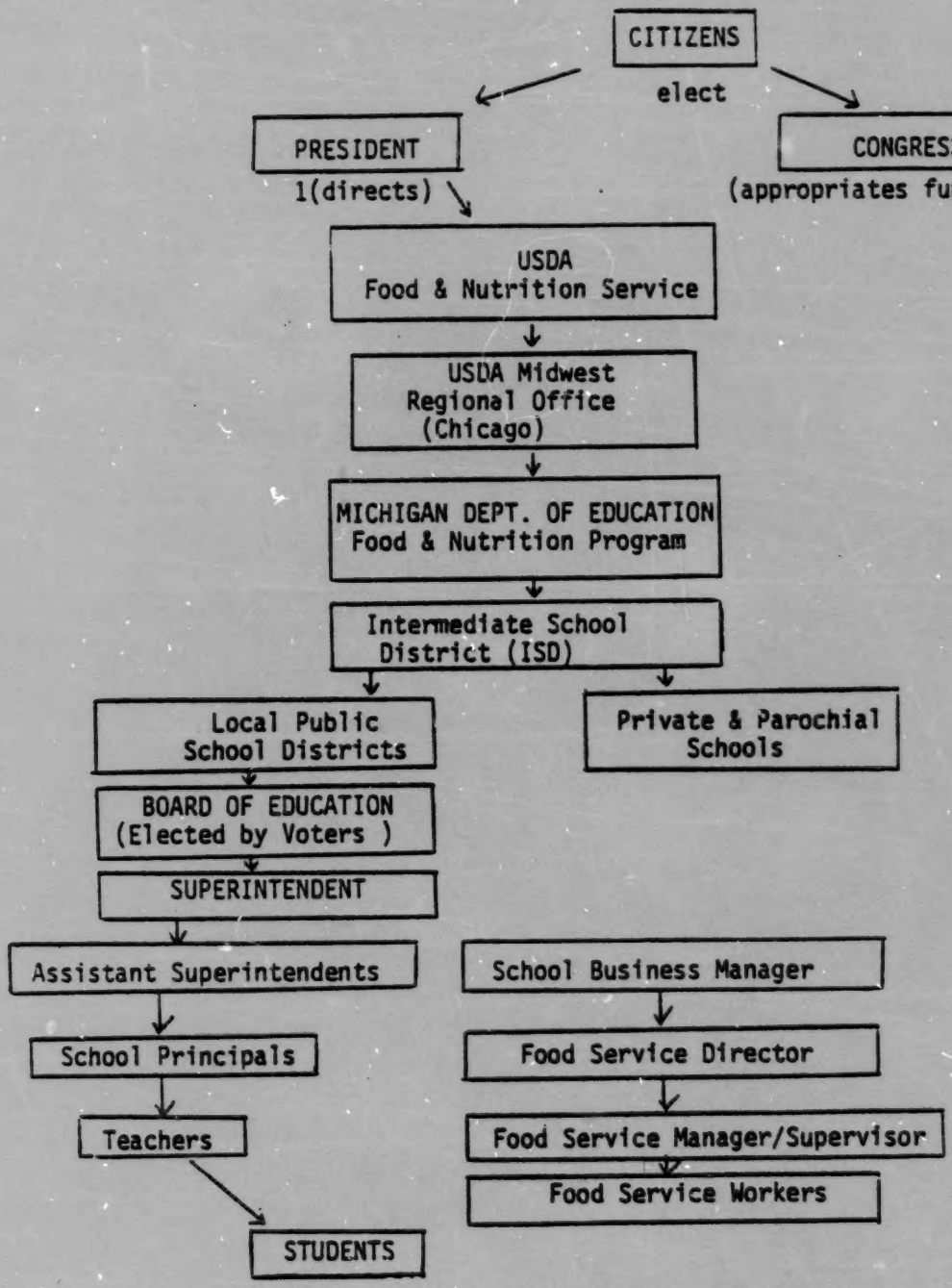
LESSON 6 : ROLE OF GOVERNMENT AGENCIES IN CHILD NUTRITION PROGRAMS

LESSON CONTENT	CLASS ACTIVITY
D. Intermediate School Districts have a major role in Child Nutrition Programs. 1. They operate as a liasion between the State Agency (Michigan Department of Education) and local school food service authorities (Boards of Education).	

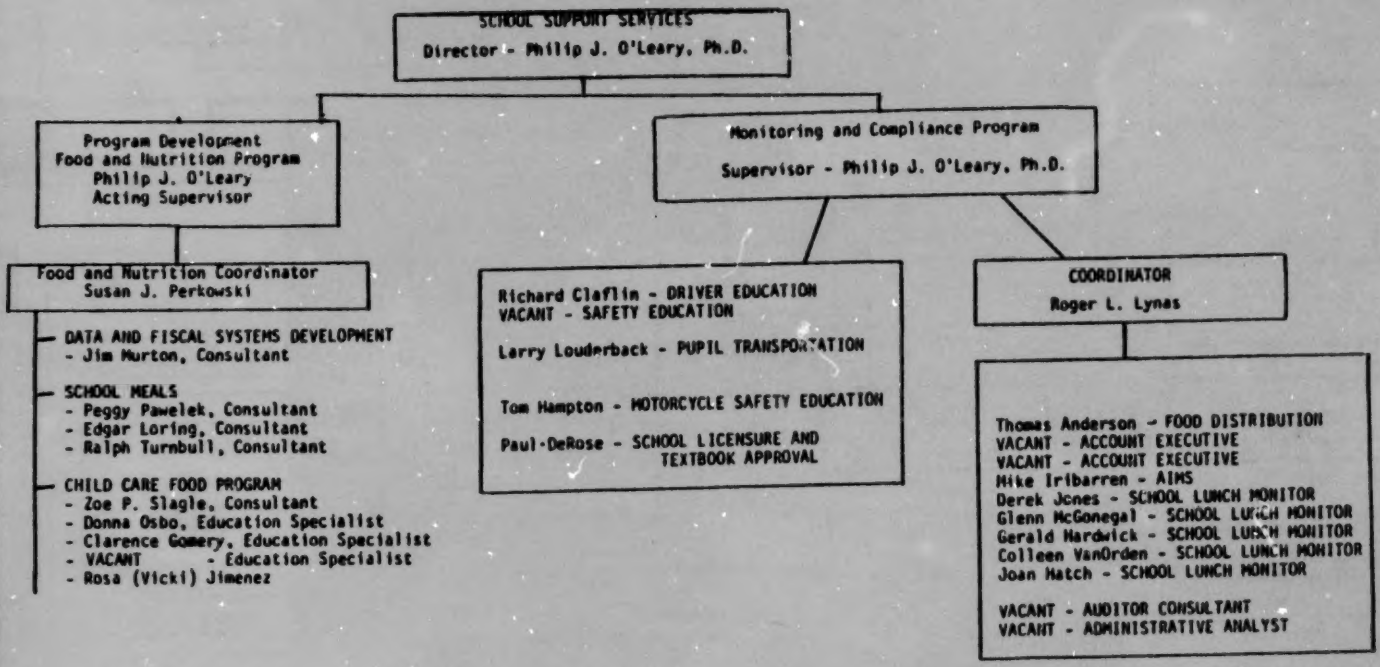
HANDOUT #6-1

RELATIONSHIP OF GOVERNMENT LEVELS IN CHILD NUTRITION PROGRAMS

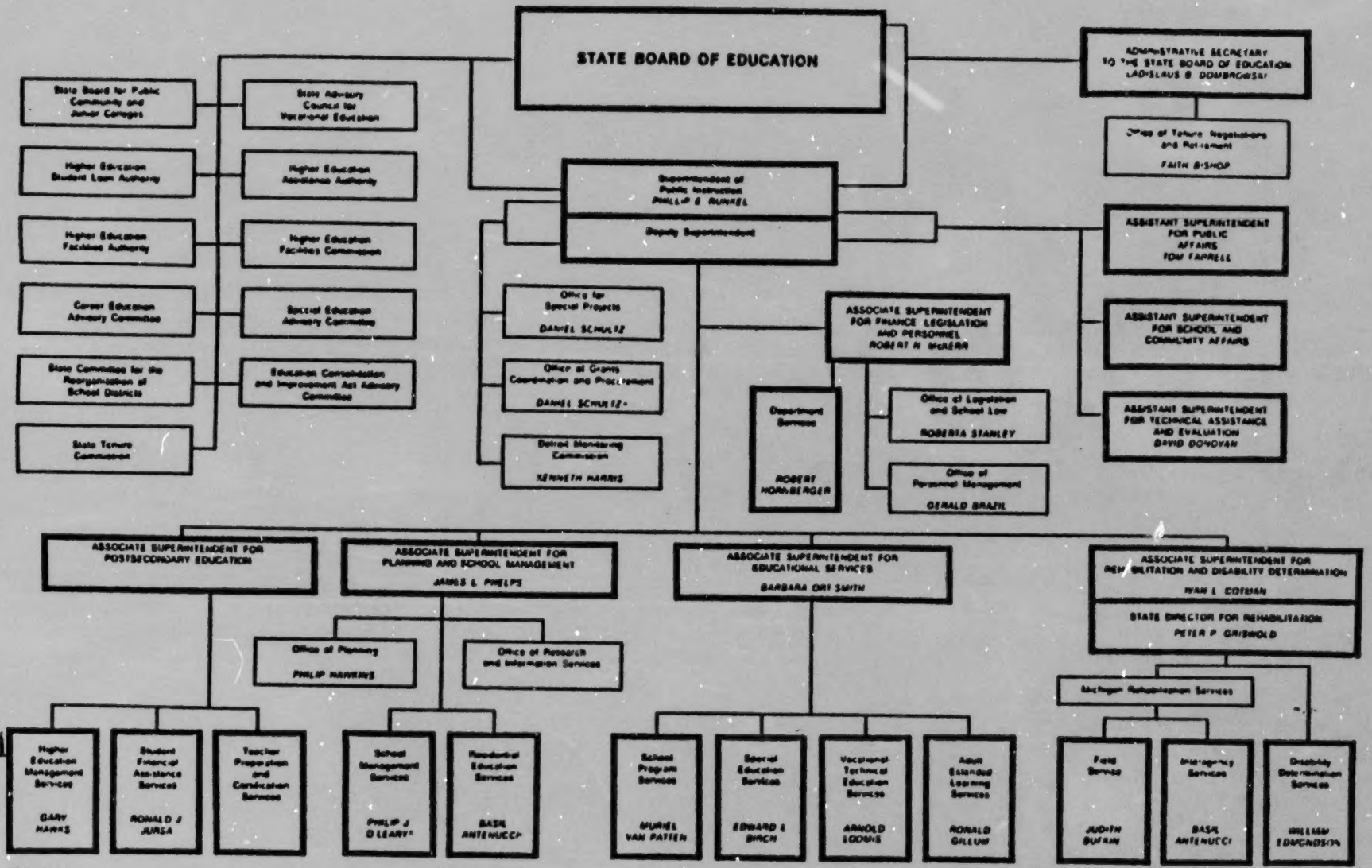


Discuss the various governmental levels involved in Child Nutrition Programs. The positions indicated from "Superintendent" on down may vary from district to district based on the size of each district. If this chart varies from the actual positions found in your district, tape a piece of paper over the bottom third of this chart and re-draw the various positions found in your district.

HANDOUT #6-2 (page 1)


SCHOOL SUPPORT SERVICES
Director - Philip J. O'Leary, Ph.D.
Program Development
Food and Nutrition Program
Philip J. O'Leary
Acting Supervisor
Monitoring and Compliance Program
Supervisor - Philip J. O'Leary, Ph.D.
Food and Nutrition Coordinator
Susan J. Perkowski
DATA AND FISCAL SYSTEMS DEVELOPMENT
- Jim Murton, Consultant
SCHOOL MEALS
- Peggy Pawelek, Consultant
- Edgar Loring, Consultant
- Ralph Turnbull, Consultant
CHILD CARE FOOD PROGRAM
- Zoe P. Slagle, Consultant
- Donna Osbo, Education Specialist
- Clarence Gomery, Education Specialist
- VACANT - Education Specialist
- Rosa (Vicki) Jimenez
Richard Claflin - DRIVER EDUCATION
VACANT - SAFETY EDUCATION
Larry Louderback - PUPIL TRANSPORTATION
Tom Hampton - MOTORCYCLE SAFETY EDUCATION
Paul DeRose - SCHOOL LICENSURE AND TEXTBOOK APPROVAL
COORDINATOR
Roger L. Lynas
Thomas Anderson - FOOD DISTRIBUTION
VACANT - ACCOUNT EXECUTIVE
VACANT - ACCOUNT EXECUTIVE
Mike Iribarren - AIMS
Derek Jones - SCHOOL LUNCH MONITOR
Glenn McGonegal - SCHOOL LUNCH MONITOR
Gerald Hardwick - SCHOOL LUNCH MONITOR
Colleen VanOrden - SCHOOL LUNCH MONITOR
Joan Hatch - SCHOOL LUNCH MONITOR
VACANT - AUDITOR CONSULTANT
VACANT - ADMINISTRATIVE ANALYST

ORGANIZATION CHART
MICHIGAN DEPARTMENT OF EDUCATION
HANDOUT #6-2 (page 2)



*Acting
September 1983

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HANDOUT #6-3

"MANDATORY SCHOOL FOOD SERVICE - ACT 43"

Following are the specific sections of the school code which require the implementation of lunch and breakfast programs in schools:

Sec. 1272. The board of a school district may use general funds to provide the necessary personnel, equipment, supplies, and food to furnish meals for regularly enrolled pupils, and may accept produce and financial reimbursement from the state to supplement the resources of the district. The board may provide the meal program by contract for a period of not more than 3 years, or it may engage directly in the business. The board may charge a fee for each meal furnished in accordance with sections 1272a to 1272d.

Sec. 1272a (1) Beginning October 1, 1978, the board of a K to 12 school district shall:

(a) Establish and operate a program under which a lunch shall be made available to all full-time pupils enrolled and in regular daily attendance at each public school of the school district.

(b) Establish and operate a supplemental milk program under which milk shall be made available to all full-time pupils enrolled and in regular daily attendance in a public school of the district who do not participate in the lunch program.

(2) Beginning October 1, 1979, the board of a K to 12 school district shall establish and operate a program under which a breakfast shall be made available to all full-time pupils enrolled and in regular daily attendance at each public school of the school district where 50% or more in 1979-80, 30% or more in 1980-81, and 20% or more thereafter of the lunches served the previous year were free or reduced price lunches provided pursuant to section 1272b(c), except that this requirement shall not apply to more than 25% in 1979-80 and 60% in 1980-81 of the public schools of the school district.

Sec. 1272b. In all programs established and operated pursuant to section 1272a:

(a) Nutritional standards prescribed by the United States department of agriculture pursuant to section 9 of the national school lunch act, 42 U.S.C. 1758, shall be met and maintained.

(b) The board may charge a fee for meals or milk, but the fee shall not exceed the actual average daily cost, including necessary supervision, of the meal or milk and accessories, less the amount of food and financial assistance received by the board for the meal or milk.

(c) The board shall provide free and reduced price meals and free milk to all pupils eligible under the maximum standards prescribed by the United States department of agriculture pursuant to section 9 of the national school lunch act, 42 U.S.C. 1758; shall encure the confidentiality of all information contained in applications for eligibility; and shall further ensure that eligible pupils are not discriminated against or overtly identified in any manner.

(d) The board shall provide for parent and pupil participation in the planning and evaluation of school meals and other foods sold or dispensed on school premises.

Sec. 1272c. The requirements of section 1272a shall not apply:

(a) In a school year in which the federal subsidy per meal falls below the 1975-76 level or the state subsidy per meal served is less than the figures specified in section 1272d(b) and (c).

(b) In a school district during a school year when the state board finds that a financial emergency exists which renders the school district unable to comply fully with the requirements. The board of the school district may apply, in writing, to the state board, not later than July 1 for a subsequent school year, demonstrating the need for noncompliance and describing the programs and services that can be provided and the efforts being undertaken to alleviate the emergency. If the state board finds that an emergency exists, it shall approve the noncompliance or prescribe conditions for partial compliance. The state board may extend the filing date for good cause.

Sec. 1272d. The department of education shall:

(a) Prescribe a uniform reporting system for the collection, compilation, and analysis of data relative to the administration of this section and section 1272a.

(b) Pay a school district for each free meal served pursuant to section 1272b(c) an amount calculated by subtracting the federal reimbursement rate for a free meal from the actual cost of the meal but not to exceed 5 cents per meal.

(c) Pay a school district for each reduced price meal served pursuant to section 1272b(c) an amount calculated by subtracting the sum of the federal reimbursement rate for a reduced price meal and the fee charged from the actual average cost of the meal, but not to exceed 2 cents per meal.

(d) Make disbursements to school districts from funds credited to the state's matching share required by section 7 of the national school lunch act, 42 U.S.C. 1756. For 1982-83 and thereafter, the disbursements shall be in addition to the payments required by subdivisions (b) and (c).

(e) Allocate, and the legislature shall appropriate, as part of the annual department appropriations and allocations, all reasonable and necessary direct and indirect costs incurred by a school district in the establishment and operation of a breakfast program, which costs would not have been incurred without the establishment and operation of a breakfast program, to any extent that they exceed state and federal breakfast subsidies and permissible pupil breakfast fees. These costs shall be reimbursed on a per-breakfast-served basis and may include, but shall not be limited to, compensation for needed additional personnel and supervision of both participating and nonparticipating pupils. The department shall study, hold hearings, and make recommendations to the legislature as to a method of determining and reimbursing these costs by December 1, 1978. In a school year in which reimbursements for 100% of these costs, as determined by the legislature upon the recommendation of the department, are not appropriated, the requirements of section 1272a(2) shall not apply.

(f) Make recommendations to the legislature by November 1, 1978, regarding all aspects of voluntary supervision and other services in the establishment and operation of a school breakfast program.

(g) Take any action needed, including possible recommendations to the legislature, to insure that maximum federal breakfast subsidies are secured and report to the legislature by November 1, 1977.

Lesson 7 THE ROLE OF LOCAL LEVEL ADMINISTRATORS AND PERSONNEL

A. GOAL OF THIS LESSON

The goal of this lesson is to outline the role of local administrators and food service personnel in the operation of Child Nutrition Programs.

B. PURPOSE OF THIS LESSON

After completing this lesson the participants should be able to:

1. Identify each of the 4 local organizational levels that have an affect on school food service programs and provide examples of tasks which each level performs.

C. INSTRUCTOR PREPARATION FOR CLASS ACTIVITIES

1. Duplicate sufficient copies of handouts.
2. Contact other school districts in your area and inquire about their type of food production and service system. Attempt to locate a system that differs from yours and plan a field trip to that district. Your intermediate school district consultant may be helpful in locating other interesting districts to visit. While on the field trip, arrange to take slide pictures showing the highlights of the feeding system. These can be used with later classes when a field trip may not be possible. Perhaps a high school photography student can take pictures for you.
3. Order films:
   a. Quality Food, Quality Choice and Nutrition Education by the Food Service Worker. 1980. 3/4" videotape. Food Science and Human Nutrition, Michigan State University, E. Lansing, Michigan, 48824.
   b. Art of Getting Kids to Eat. Chiquita Bran, Inc. 20 min. filmstrip on creative merchandising of school meals. Free loan.

D. KEY WORDS USED IN THIS LESSON

School Administration: Local education officials hired to advise the board of education and to implement policies developed by the local boards of education, such as the superintendent, business manager, principals and school food service director.

Board of Education: The official body elected or appointed at the local level to develop broad policies necessary for operation of the schools.

Publics: Any group or groups of people that the food service department relates to or services such as the community, parents, teachers, students or administrators.

E. REFERENCES FOR ADDITIONAL INFORMATION

1. Handbook for School Business Officials in Michigan Project Michigan School Business Officials (1980)
   Note: School Food Service Programs page 185-202 by V. Hoaglund revised by J. Kitson.

F. SUGGESTED SOURCES FOR RESOURCE PERSONS

1. Food Service Consultant, Intermediate School District

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LESSON 7 : THE ROLE OF THE LOCAL LEVEL ADMINISTRATORS AND PERSONNEL

LESSON CONTENT	CLASS ACTIVITY
Many people must work together in order to accomplish the goals of Child Nutrition Programs. The work cannot be done by a few. Four local groups are most involved with program operation and each has a distinct role.	
A. School Food Service Employees are the ones who make the food service a reality. They must do more than just perform physical tasks involved in food production, transport, service and clean-up. They should also: 1. suggest ideas which will help resolve problems or improve operations. 2. reflect a positive supporting attitude to all of the "Publics" as expressed in actions on the job. 3. be concerned about increasing their job knowledge and skills so that they can better perform their jobs and do more to improve the school food service program. 4. relates in a positive way to students, teachers and administrators. (See merchandising manual, lesson 1).	Discuss the list at the left and ask participants to offer examples of these various ideas and explain why each is important in a well run food service and then role play in case studies. Show film "The Art of Getting Kids to Eat" by Chiquita Brands, Inc. or "Quality Food, Quality Choice by the Food Service Worker" by Michigan State University.
A successful school food service program depends upon the awareness, dedication and cooperation of all four local level groups.	

LESSON 7 : THE ROLE OF LOCAL LEVEL ADMINISTRATORS AND PERSONNEL

LESSON CONTENT	CLASS ACTIVITY
B. The School Food Service Director/Supervisor derives authority and responsibility from the school administration. In conjunction with the school administration, the director/supervisor administers the Child Nutrition Programs. This involves:	
1. defining what must be done and how to do it on a day to day operational basis.	
2. recommending how much money should be spent on various parts of the program, such as food and labor budget allotments, or equipment purchases.	List on the board the daily and weekly responsibilities of a director/supervisor. Be specific such as "Plans menus".
3. keeping current on new ideas and regulatory changes so that the food service programs can be updated in ways which will enable them to better attain stated objectives.	
4. making recommendations to school administration in areas where their knowledge and skills can be helpful.	
5. making certain that school food service employees know what to do and understand their role in the overall food service program.	
6. being responsible for definding, justifying and explaining the food service programs to the general public (including board of education, school administration, teachers, students, parents, civic groups, citizens and non-school government officials).	140
7. preparing fact sheets on various food service programs and activities, develop news and information releases or speaking at various group meetings. These activities are discussed in detail in the manual on Public Relations.	

LESSON 7 : THE ROLE OF LOCAL LEVEL ADMINISTRATORS AND PERSONNEL

LESSON CONTENT	CLASS ACTIVITY
C. The School Administration is charged with carrying out decisions made by the board of education and: 1. implements broad policies set by the board of education such as competitive food (except those of minimal nutrient value) and pricing policies. 2. develops budgets which reflect the desires of the board of education. 3. contracts with the Michigan Department of Education. This would include contracts to provide Child Nutrition Program such as breakfast, lunch, and special milk. 4. administers routine aspects of the food service program such as determining which students are eligible for free or reduced price meals, authorizing purchase of food, and paying labor and other expenses. 5. makes recommendations to the board of education regarding broad policies which should be implemented.	Have an administrator visit the class and lead a class discussion on the additional roles that each local level group may have in the administration of the school food service program in your district or school. What service do the other local levels provide for your particular level? List on board those roles.
D. The Local Board of Education is responsible for making basic decisions. It sets broad goals and policies for all food service programs such as: 1. the type of food service system offered? (on-site preparation, pre-plated, hot-cold packs, bulk satellite) 2. should competitive food restrictions be more strict than mandated? 3. how much local funds should be budgeted? a) will new schools be built with production kitchens or just serving kitchens? b) can old equipment be replaced and new equipment be purchased?	Have an administrator (superintendent, principal, assistant principal) come to the class and lead a discussion on the interdependence of various working areas in the school district. This information could be put on a transparency or could be typed and given to each class member. Include a question-answer period. See Handout #7-1 as one possible organizational chart.

HANDOUT #7-1

ORGANIZATIONAL CHART FOR LOCAL DISTRICT

Board of Education

Superintendent of Schools

Principals

Purchasing Agent	Food Service Director or Management	Maintenance Engineer	Budget Record-keeper Secretary

Food Service Worker

Advisory Group

Purchasing Agent - place order - OK bills along with food director

Maintenance Engineer - daily cleaning floors, semi-cleaning walls, every 6 months do a thorough cleaning

Budget/Recordkeeping Secretary - sell tickets for cafeteria or collect from rooms

Principal - policy implementor - operational planner

Advisory Group - Assist food director in planning - sounding board for general reactions.

Lesson 8 CURRENT TRENDS AND FUTURE PREDICITONS FOR CHILD NUTRITION PROGRAMS

A. GOAL OF THIS LESSON

The goal of this lesson is to discuss some of the current trends and factors which may affect the future of Child Nutrition Programs.

B. PURPOSE OF THIS LESSON

After completing this lesson the participants should be able to:

1. identify the changes being brought about by economic pressures within food service programs.
2. identify new sources of income being tried by some school district or might be tried for school lunch.

C. INSTRUCTOR PREPARATION FOR CLASS ACTIVITIES

1. Collect sufficient copies of recent School Food Service Journals so that each participant can review one.
2. Arrange a field trip to other school food service operations.
3. Obtain or make slides that demonstrate various production and service systems.

D. KEY WORDS USED IN THIS LESSON

End-heat: to apply heat to a food product to prepare it for service.

E. REFERENCES FOR ADDITIONAL INFORMATION

1. Recent issues of School Food Service Journal.
2. Recent issues of Food Management Journal.

F. SUGGESTED SOURCES FOR RESOURCE PERSONS

1. Local school administrator
2. Consultant, Food and Nutrition Program, Support Services, State Dept. of Education
3. Member of Michigan School Food Service Association.

LESSON 8 : CURRENT TRENDS AND FUTURE PREDICTIONS FOR CHILD NUTRITION PROGRAMS

LESSON CONTENT	CLASS ACTIVITY
Child Nutrition Programs have changed greatly from their early beginnings and will continue to change.	
A. Fast-paced change in school food service is being brought about because of rising costs of operations.	
1. Funds are more limited so that priorities for spending must be set.	
2. There is an increasing emphasis at local levels on minimizing expenses and reducing costs. Approaches to this problem have included the following:	
a) Consideration of different types of food production or delivery systems such as:	
1) traditional bulk food systems where heated foods are transported from a central kitchen to service kitchens in satellite schools.	If possible, take field trips to visit other area schools who use a preparation system different than yours. Discuss advantages and disadvantages of each system.
2) preportioned, prepackaged meal systems using "factory assembly" techniques. Large fully equipped kitchens assemble pre-packaged meals and ship them hot or cold to satellite schools or other users.	Show slides, if available, (or make own) that demonstrate how various production and service systems work in other school districts.
3) frozen and other types or pre-packaged portioned meals are being purchased from commercial sources such as Morton, Durkee, or Mass Feeding.	
4) food management companies are being used in some areas. An outside company provides the management personnel to operate a food service program.	

LESSON CONTENT	CLASS ACTIVITY
5) more convenience foods are being utilized as new and better products become available. 6) contact the manufacturing of food products (entree or single) with commodity products b. New sources of income for food service programs are also being explored. 1) Student income from supplemental (a la carte) sales is being generated in some areas. 2) Alternate or choice menus which offer more variety from which to choose are used in some areas. 3) Implementation of "offer versus serve" as a means of increasing participation and sales has been successful in many schools. (Describe in menu planning manual) 4) Develop reputation for a given product and then sell in the community such as pies, cakes, rolls. 5) Advisory group or student group organize a catering service for the elderly and then branch out to others in the community (could be dinner or bridge-dessert) 6) Innovative state funding programs are emerging. B. Other changes are also occurring in Child Nutrition Programs. These changes are caused by different ideas about what school food service programs should be doing.	Lead a discussion on these and other factors which are bringing about changes in school food service programs in your district.

LESSON 8 : CURRENT TRENDS AND FUTURE PREDICTIONS FOR CHILD NUTRITION PROGRAMS

LESSON CONTENT	CLASS ACTIVITY
1. New ideas are emerging within schools. a. There is increasing emphasis on using the Child Nutrition Programs for nutrition education activities. b. School food service programs are being used as "laboratories" in student vocational and work study programs. c. Schools may be offering feeding programs for longer periods of time (perhaps for the entire school day) or during the summer months. d. Some schools are implementing buffets, salad bars, and family style service in an effort to offer new and different services for customers. 2. The community is also developing new opportunities for school food service. a. The school food service may serve the elderly either on-site or in non-school locations such as community centers. b. Some schools also serve pre-school program or other non-school groups such as local community service organizations. C. What will school food service programs be like in the future? 1. There may be USDA-donated foods programs and or case or voucher programs. Schools may just receive additional money to help buy food products.	Collect recent issues of the School Food Service Journal and ask each participant to select one article from a journal that discusses an unusual or unique program being used in school districts. Ask each to read the article and then summarize its contents for the other members of the class.

LESSON 8 : CURRENT TRENDS AND FUTURE PREDICTIONS FOR CHILD NUTRITION PROGRAMS

LESSON CONTENT	CLASS ACTIVITY
2. There may be more utilization of convenience foods where the components for an entire meal are purchased in a ready-to-serve form. End-heat for hot foods is all that is required prior to service. 3. There may be new sources of revenues used to meet the participation levels. a. different menu combinations b. new food production practices to improve quality c. revised portion requirements to more closely meet the actual eating patterns of various aged children Child nutrition programs will certainly be here tomorrow. How they function will depend upon what is done today to improve and change them. Hopefully the broad objectives of providing nutritious meals and nutrition education experiences to students will remain a high priority.	152

LESSON 9 : PROGRESS TEST II FOR LESSONS 5, 6, 7 and 8 ON FOOD SERVICE REGULATIONS

A. GOAL OF THIS LESSON

The goal of this lesson is to review the most important aspects of the past 3 lessons, by administering the following Progress Test.

B. PURPOSE OF THIS LESSON

After completing this lesson, the participants should be able to:

1. Summarize and review the important information presented in Lessons 5, 6, 7 and 8.
2. Emphasize the most important points presented in Lessons 5, 6, 7 and 8.
3. Identify subject areas in which participants desire or need further study and practice.

Note: The Progress Test should NOT scare or humiliate participants or be used as a device to keep them from continuing on with further lessons. There is no minimum score of success. This is an exercise or learning activity just as the other lessons have been.

C. INSTRUCTOR PREPARATION FOR CLASS PROGRESS TEST

1. The time allowed for this lesson is approximately 25 minutes.
2. Duplicate sufficient copies of Progress Test.
3. How the Progress Test should be given:
   a. pass out copies of the progress test to each participant.
   b. provide pens or pencils for those who may not have brought their own.
   c. explain that the reason for this Progress Test is to review the important information presented in the past three lessons.
   d. briefly go through the test together to explain the different kinds of questions to be sure that all participants know what they need to do for each question.

e. allow approximately 25 minutes for participants to complete the test.

f. allow participants to keep their own test while answers are discussed.

g. state aloud which answer(s) are correct for each question.

h. discuss how to change false statements so they read "true."

i. lead a class discussion relating to reasons why other choices, if given, are incorrect. Ask participants to give examples of the application of each question to their school food service. situation.

j. allow any participants who desire to do so to retake thetest on their own time.

h. provide additional references on any topic to participants who desire further information.

LESSON 9

PROGRESS TEST II

Multiple Choice

There may be more than one answer.

1. A school may be disqualified from participating in a lunch, breakfast, or milk program if they:

   a. provide free and reduced price meals to eligible students
   b. discriminate against children because of their inability to pay the full meal price
   c. operate a profit making program
   d. serve meals which meet the minimum requirements

2. Eligibility criteria for free and reduced priced meals are revised:

   a. every 5 years
   b. annually
   c. monthly
   d. daily

3. If you use commodities you must:

   a. pay all distribution and storage costs
   b. agree to use all commodities offered
   c. keep records of amounts of commodities used
   d. use commodities in all breakfast, lunch, snack or other school feeding activity served on the school property

4. Food Service Equipment Assistance funds were formerly used for:

   a. buying land to expand the food service program
   b. buying large food service equipment
   c. buying delivery carts to implement a breakfast program
   d. buying counter pans and serving sppons
   e. the food equipment assistance programs is no longer available.

5. The Intermediate School District:

   a. makes local level policies for districts
   b. is responsible for administering the various nutrition programs in schools
   c. is a liaison between the Michigan Department of Education and local boards of education

6. At the federal level, administration of school feeding programs falls under:

   a. USDA
   b. the President
   c. the Congress

Progress Test (cont'd)

7. The Food and Nutrition Program under the Michigan Department of Education:

   a. plans and administers nutrition programs in the state
   b. gives federal and state funds to schools
   c. provides technical help to programs desiring assistance
   d. evaluates programs to assure compliance with regulations

8. Food Service employees should:

   a. only worry about getting the food prepared on time
   b. suggest ideas to improve meal service
   c. try to improve their job skills and job knowledge
   d. relate positively to students, teachers, adminstrators and other "publics".

9. The local school administration:

   a. determines which students are elibible for free or reduced price meals
   b. defines what should be done on a daily basis in the food service facility
   c. negotiates feeding program contracts annually with the Michigan Department of Education
   d. determines the kind of food service to offer in a district

10. In the future schools may:

   a. not have to serve lunch at all if they choose
   b. receive all cash in lieu of commodities
   c. buy all convenience foods that just require end-heat
   d. be open for the public all day long as a public service

True or False

11. Summer Food Service Programs for Children are only operated by school districts.

   a. True b. False

12. Food management companies are not allowed to operate a school food service for a district.

   a. True b. False

13. There is a trend in school feeding programs to use more convenience foods today.

   a. True b. False

Possible Score _____

Your Score _____

ANSWER KEY

LESSON 9

PROGRESS TEST II

1. a, b
2. b
3. a, c
4. b, c, e
5. c
6. a
7. a, b, c, d
8. b, c, d
9. a, c
10. b, c
11. b
12. b
13. a

Possible Score 21

APPENDIX I

THE ROLE OF SCHOOL FOOD SERVICE IN CHILD NUTRITION

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More than one-third of a century ago, the National School Lunch Program was officially launched by Congress. In 1946, school lunches were made available to school children across the country to "safegaurd the health of our nation's children."

1946 - The Type "A" Lunch

The type "A" Lunch, as it was called, was a nutritional pattern designed by the United States Department of Agriculture (USDA) to provide approximately one-third of the daily nutritional needs (RDA) of students (1). The specified serving sizes were designed for the 10-12 year old, with the recommendation that portions could be adjusted for the various age groups of students served.

1954-Special Milk Program

The special milk program was initiated in 1954 to increase consumption of milk by school children, and indeed this program successfully increased school milk consumption by 50% (2).

1960's - Increasing Nutrition Awareness

The School Lunch Program as originally designed was virtually unchanged for more than two decades, until the public spotlight focused attention on hunger and malnutrition. The CBS-TV documentary "Hunger in America" thrust the nation into an era of nutritional awareness.

Hearings conducted before the United States Senate Select Committee on Nutrition and Human Needs and the 1969 White House Conference on Food, Nutrition and Health were also major contributors in creating this "awareness" in the mid to late 1960's.

Two studies, the Ten State Nutrition Survey and the 1965 USDA Household Food Consumption Survey, provided data substantiating America's nutritional problems (3,4).

This growing force of national awareness of nutrition and nutrition problems catapulted the school lunch program into a period of phenomenal change and growth in the 1970's.

1966,1972 - School Breakfast Program

Pilot breakfast programs were added by the Child Nutrition Act of 1966 to serve low-income areas; 1972 extended eligibility to all public and private nonprofit schools. Since 1972 the breakfast program has grown from 1.1 million children in 8,000 participating schools to 13 million children in 30,000 schools in 1980.

In October of 1975, over the President's veto, Congress in P.L. 94-105 expressed its intent that "the School Breakfast Program be made available in all schools where it is needed to provide adequate nutrition for children in attendance," making the program permanent.

Changing Program Scope

A series of legislative changes during the 70's has substantially increased the scope and cost of child nutrition programs. Federal regulations have immensely complicated and increased the responsibilities in administering these programs. Not only at the Federal and state levels, but also at the local district and site levels, programs are increasingly complex.

Federal funding for the child nutrition program grew from $100 million total in 1946 to more than $2.7 billion in 1980. The National School Lunch Program is now available in approximately 90% of the elementary and secondary schools across the country and serves 27 million children each school day. Twelve million of these youngsters receive these lunches at a free or reduced price.

The scope of the Child Nutrition Programs includes not only the school lunch, milk, and breakfast programs, but also the Child Care Food Program, the Summer Food Service Program for Children, the Nutrition Education and Training Program, the Equipment Assistance Program (formerly known as the Non-Food Assistance Program), and the Special Supplemental Food Program (better known as WIC - Women, Infants, and Children Program).

The Summer Food Service Program for children was designed to serve youngsters in low income areas during the summer. It has grown to serve approximately 2.3 million children. This program has operated in the last few summers with close monitoring and tight administrative controls.

The Nutrition Education and Training Program is one with the brightest hope and was initially funded at a rate of fifty cents per child. This program, which was authorized by Congress in 1977 and is still in its infancy, is already being cut each year by Congress. The goal of the Nutrition Education and Training Program (NET) is to help children become healthy, well-informed citizens and knowledgeable consumers. It is also the training of teachers and school food service personnel to make the cafeteria a nutrition learning laboratory and the classrooms an extension of that learning laboratory.

The Equipment Assistance Program was designed to assist school in low-income areas in purchasing equipment needed to establish, maintain, or expand school food service programs. Since 1970, these funds have been instrumental in expanding the lunch program to more than 12,000 additional schools, primarily those located in low-income urban areas.

The Special Supplemental Food Program, generally known as WIC (Women, Infants, and Children), was initiated in 1972 as an amendment to the Child Nutrition Act. This program is operated through state and local health agencies rather than the state educational agencies that administer the Child Nutrition Programs. The 1980 appropriation for WIC is $750 million and will be nearly $950 for 1981.

Traditionally, Congress has strongly endorsed the concept of nutrition programs for all children, regardless of income, with special emphasis on extending program benefits to children from low-income families. We are currently faced with decreased federal assistance for child nutrition programs, especially for the paying child. This adds a new dimension to the problems, in that far fewer middle-income children would have the advantage of participating in school nutrition programs.

Note: Food Service Equipment Assistance Program is not longer available.

The Child Care Food Progras was expanded in 1975 to include any type of public or nonprofit child care institution. This includes nonresidential and family day care centers. It authorized payments for lunch, breakfast, and also included reimbursement for supper and up to two snacks, if served. In 1979 this program became permanently authorized and currently served 660,000 children in nearly 29,000 insititutions.

This trememdous expansion and growth in the child nutrition programs have brought an expanded program of nutritional services to many youngsters sorely in need of nutritional support.

Conversely, a dramatic drive in recent years attempted to attack and criticize or discredit these programs for plate waste, lack of merchandising, lack of response to student need. Some programs have been accused of poor management. Vendors and sponsors have been criticized for "rip-offs"; even children have been criticized for improper use of free and reduced-price meals. So, what is being done to dispel this attack and to increase public acceptance and knowledge of the school nutrition programs?

Program Variety

An increasing effort is being made by food service professionals to offer students a greater variety in service and menu design. When schools were faced with sudden program expansion, it was necessary to be exceedingly creative just to serve the students. Those schools with traditional on-site facilities were better able to cope with expansion than those that had none.

Many kitchens were re-equipped to serve as central preparation sites, preparing meals for other schools and then sending either prepackaged meals or bulk container meals to satellite stations. Children were served in gyms or classrooms and sometimes outside. Students often referred to this outside service as "patio dining."

Bag lunches or salad lunches are sometimes offered to students as a menu choice. Salad bars are gaining in popularity, especially at junior and senior high school levels. In the last decade menus have taken a dramatic turn toward fast food items, which are exceedingly popular with students as menu choices. Items such as pizza or tacos are vying for top popularity with the old American favorites-the hamburger and hot dog.

Many main dish casseroles served in the early program years have been items that students can pick up and eat with their fingers. The same goes for salads, with student preferences going for more finger or pick-up salads, especially popular if served with a dip such as peanut butter, a creamy cheese dip or a cranberry sauce.

Students are enjoying a choice of fresh seasonal fruits instead of the baked pastries and cookies traditionally served as dessert items.

A larger variety of choices within each of the meal components is being made available to students of all ages. Leading this trend is the variety of milk choices regularly offered, including low-fat, nonfat, buttermilk, chocolate low-fat and regular homogienized. Some high schools are offering milkshakes as an alternative. These are often served in combination with a hamburger or other sandwich and are referred to as a "Combo."

Student and Parent Involvement

Students and parents are being involved in the planning and evaluation of the nutrition programs of more and more schools. This has resulted in increased interest and support in the programs.

A recent amendment to the National School Lunch Program states that students and parents shall be involved in activities such as "menu planning, enhancement of the eating environment, program promotion, and related student community support activities."

The American School Food Service Association has promoted the involvement of students through the promotion of Youth Advisory Councils (YACS). These YACS have participated in product evaluation, recipe taste panels, menu planning, surveying other students regarding their food attitudes or menu preferences, promotion of food fairs, and National School Lunch Week activities. YAC students have contributed to greater and improved communications between students, staff, community, and food service professionals.

Professionalism

A great deal of effort has gone into developing training programs that will assist food service personnel to develop into highly skilled professionals. Many programs are training the food service staff to prepare and serve exceptionally high quality meals with confidence and enthusiasm. This training develops the production, management, and service skills. It also has nutrition and nutrition education training components to give food service personnel a better understanding of nutrition and its importance to students' growth and development.

The food service professional may very well be the key member of the nutrition education team in the school. These staff members often are the persons most likely to be the impetus for the maintenance of an integrated school nutrition and nutrition education program.

Nutrition Education Team

Nutrition education has been a part of the Child Nutrition Program since the inception of the National School Lunch Program. In the original House version of the school lunch bill, a section included nutrition education as a part of the program. It was unfortunately deleted in the final National School Lunch Act of 1946.

Many schools have had very fine nutrition education programs; some have developed programs which continued for a time and then, as other priorities were established, stopped or were taught only on an occasional basis, depending upon the time and interest of the teacher.

When Congress established the Nutrition Education and Training Program (NET) in 1977, many states received funds for developing state plans designed to teach children the importance of developing good food habits.

Many states have held nutrition education workshops for school food service personnel and teachers. Teachers are learning how to integrate nutrition education into other subject areas. Stress is given to the topic of how teachers, food service personnel, parents, and children can work together in developing a program which help children become healthy, well-informed citizens and knowledgeable consumers.

Alum Rock School District has received several USDA grants to develop training programs for food service personnel, the first 18-month grant from 1977-79 developed a program using already existing material. This program was re-funded as an exemplary project awarded by the California State Department, Food and Nutrition Services, under the NET program, it disseminate its training program to other districts in the state. A four-semester unit course is also being developed and pilot-tested to train others to implement training programs for food service personnel.

From the support the total NET program is receiving-not only from the nutritional and educational community, but also from students and parents-it appears to be one of the most promising and exciting programs offered, even though still in the developmental stage. If this program is to thrive and grow, a great deal of support will be needed to maintain Congressional funding.

A Position Paper published by the American Dietetic Association in 1974 stated: "An adequately nourished body is essential to physical and emotional health and contributes to readiness for learning. All children need adequate food and educational opportunities to learn good food habits."

A four-point model for child nutrition programs was outlined in the position paper:

Any child nutrition program should consist of the following interrelated components:

1. Assessing the nutritional needs of the child.
2. Meeting the needs of the child through foods served and the environment in which it is served.
3. Providing educational opportunities for the child to learn about food and its relationship to life, both physically and socially.
4. Planning educational activities about food and nutrition for parents.

ADA's position paper provides the framework for school nutrition programs that are developing as a result of the new Nutrition Education and Training Programs (5).

Major Program Changes

The meal pattern has remained basically unchanged for the school lunch since its original inception, except for the removal of the table fat requirement in the mid-1970's. This pattern has expanded to a multilevel, very inclusive plan that recommends minimum quantities for five separate age groups (6).

Four significant changes in the 1980 lunch regulations are:

1. The regulations recommend rather than require different portion sizes for different age/grade groups of children.
2. The regulations allow schools to serve lunch to children age 1 to 5 years old at two service periods.
3. The regulations increase the required quantities of certain meat alternates to be nutritionally equivalent to meat and other meat alternates.
4. The regulations change the bread requirements to specify the number of servings required by week and to increase the total number of servings required.

A new meal pattern for senior high schools was established in 1978 through P.L. 94-105. Under these regulations, a minimum of five "food items" must be offered to each student from the following pattern:

1. Meat/meat alternate (2 oz.)
2. Bread, enriched or whole grain, or an acceptable alternate (1 serving)
3. Milk, fresh fluid (8 oz.)
4. Fruit/vegetable must total 3/4 cup
5. Fruit/vegetable

Items four and five may be a combination of vegetables and fruit, or two vegetables or two fruits.

From this pattern of five food items, the students may choose not fewer than three items. A meal made up of at least three different eligible items constitutes a reimbursable meal. From all indications, this has reduced plate waste at the high school level even though most students tend to take all five items.

One of the hottest items of debate was the controversial issue of "competitive foods" sold in compteition to the child nutrition program meals. USDA issued regulations effective July 1980, which designated categories of foods of minimal nutritional value that could not be sold from the beginning of the school day until after the last lunch period. These items listed by USDA included: soda water, water ices, chewing gums, and certain candies.

Program changes are occuring faster than state and local agencies can actually write policy and train staff to implement these changes. It is interesting to note that many of these changes occurred as a result of the tremendous interest and growing public support of these nutritional programs.

Nutritional Contributions

School nutrition programs have made a positive impact on the total diet quality of children. The following studies, although regional in scope, are indicative of the contributions these programs have made on the nutritional intakes of school children.

A Washington State study revealed that full participants in the lunch program have significantly higher intakes for five of ten nutrients that non- or partial participants. Participation in the school breakfast program significantly increased intakes of vitamin C (7).

A study of school feeding programs conducted by Emmons (8) shows the positive nutritional impact of the school lunch and breakfast programs on the nutritional status of the children. School lunches provided significantly more protein, calcium, vitamin A, thiamin, riboflavin, niacin, and ascorbic acid than did bag lunches from home (8).

Breakfast programs show a significant contribution to an improved nutritional status of participating students. Dietary histories of Iowa teenagers studied indicated that breakfast omission was common and that lunch often provided the most balanced meal of the day if it was consumed in the school cafeteria (9).

A study of Massachusetts school children's food bahits showed that two-thirds of the students who did not eat the Type A lunch consumed an inadequate lunch compared to only 28% of the school lunch participants. Poor breakfast habits were found to be a problem among children from all socioeconomic levels (10).

Data collected from California studies over a three-year period indicated a significant decrease in plate waste. In 1978-79, studies involving 9,000 students in 28 school districts reported a 26% reduction in plate waste when compared with control groups (1).

Other studies (12,13) have indicated that school lunch programs have resulted in a decline in absenteeism; increased pupil attentiveness, enthusiasm, classroom participation; and an improvement in student performance.

Present Program Trends

We have seen a decade of tremendous growth. The next two decades will probably push the number of meals served to more than 7.4 billion annually. Even though the school population will fall, student participation will be increased as a result of improved meals and variety as well as a greater emphasis on school breakfasts.

Some changes most certainly will be made in the Commodity Food Program. Many advocates are calling for cash vs. commodities. Others are calling for commodity letter of credit programs. Still others managing school programs are asking to have more input into the kinds and quality of foods offered through the commodity program.

Programs will become increasingly complex operations. This may be a time of union and management challenges. More budget tightening will be in store, due to increased labor, food, and operational costs. Probably greater uses will be made of central commissaries. Look for increased automation in food production and delivery. More systematic analysis of daily costs will be made through computer systems.

Food service professionals will be extremely competent due to increased training not only in production and service of nutritious and attractive meals, but also in the areas of management and labor practices. They will also become skilled nutrition para-professionals, working closely with teachers, administrators, students, and parents to assist in the school nutrition programs.

Members of the American School Food Service Association have proposed that the school may be the ideal place to develop community nutrition centers. These centers would serve as the neighborhood nutritional information resource not only to students and teachers, but also to parents and other community members.

Energy shortages will continue to grow. With increased shortages and costs of energy, more conservation measures will be introduced in school production. A study conducted in 1980 by the Pacific Gas and Electric Company (PG&E) at the Alum Rock School District showed that energy conservation techniques resulted in a saving of energy-both people-wise and electricity and gas-wise.

Tighter dollars will continue to be available for these expanding school nutrition programs. Because these programs will be more and more effective, they will continue to serve more students, with an ever-increasing variety of services. It is apparent that it will be necessary to receive the continued support of Congress to meet the needs of students participating in these nutrition programs.

The role of school food service in child nutrition programs in this decade will most certainly continue to be one of increasing importance, not only in providing adequate nutrition to students, but in providing nutrition education programs that will assist them in their food attitudes and choices not only for the present, but for a lifetime.

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APPENDIX 2

STEPS IN THE HEARING PROCEDURE

The written agreement between local school district and the Food & Nutrition Program, Michigan Dept. of Education, insure a fair hearing procedure for parents appealing a decision or a school official challenging the correctness of information received. The steps for a hearing as spelled out in the agreement are:

1. A publicly-announced, simple method for making an oral or written request for the hearing.

2. An opportunity to be assisted or represented by an attorney or other person.

3. An opportunity to examine, prior to and during the hearing, the documents and records presented to support the decision under appeal.

4. Reasonable promptness and convenience in scheduling a hearing and adequate notice as to the time and place of the hearing.

5. An opportunity to present oral or documentary evidence and arguments supporting its position.

6. An opportunity to question or refute any testimony or other evidence and to confront and cross-examine any adverse witnesses.

7. That the hearing be conducted and the decision made by a hearing official who did not participate in the decision under appeal.

8. That the decision of the hearing official be based on the oral and documentary evidence presented at the hearing and made a part of the hearing record.

9. That the parties concerned and any designated representative thereof be notified in writing of the decision of the hearing official.

10. That for each hearing, a written record be prepared, including the decision under appeal, any documentary evidence and a summary of any oral testimony presented at the hearing, the decision of the hearing official and the reasons therefor, and a copy of the notification to the parties concerned of the hearing official's decision.

11. That such written record be preserved for a period of 3 years and shall be available for examination by the parties concerned or their representatives at any reasonable time and place during such period.

SM-4458
4/83

Direct questions rugarding this form to
(517) 373-3347

Michigan Department of Education
School Management Services
FOOD AND NUTRITION PROGRAM
Box 30008, Lansing, Michigan 48909

1983-84 NATIONAL SCHOOL LUNCH PROGRAM/COMMODITY DISTRIBUTION, SPECIAL MILK AND BREAKFAST PROGRAMS: APPLICATION-AGREEMENT

Check One or More: ☐ School Lunch ☐ Special Milk ☐ Breakfast

Educational Agency	Legal name of School District	Agreement No.	Telephone-Area Code/Local No.
	Address	City	ZIP Code
	* Annual Tuition Per Student (non-public schools only)		Federal Employer #

MAILING INSTRUCTIONS:

Return TWO copies to the STATE address indicated above by SEPTEMBER 15, 1983.

NOTE: If the application is approved by the State, ONE copy will be returned to you for your file.

*Final approval for all programs covered under this Agreement is contingent upon approval of a policy statement covering the service of meals and/or milk to needy children, as specified by regulations.

In order to effectuate the purpose of the National School Lunch Act (42 J.X.C. 1751-1760) and the regulations for the National School Lunch Program issued; the Child Nutrition Act of 1966 and regulations governing the School Breakfast Program issued; and the regulations for the Special Milk Program issued thereunder, the Superintendent of Public Instruction, State of Michigan, hereinafter referred to as the "State Agency", and the School District, hereinafter referred to as the "Sponsor", agree as follows:

*Non Public Schools — If you charge $1,500 or more per year per student for tuition, you are no longer eligible for participation in the lunch and breakfast or special milk program. Exception — private schools for handicapped children where care of child and cost can be directly attributed to handicap.

PART 1: SCHOOL LUNCH PROGRAM/COMMODITY DISTRIBUTION

1. AGREEMENT

A. THE STATE AGENCY AND THE SPONSOR MUTUALLY AGREE THAT:

1. Schedule A is a listing of schools within the district approved by the State Agency, shall be a part of this Agreement. This also includes the sponsor's Federal Employer Number and Average Daily Participation expected in the lunch program.

2. Schools may be added or deleted from Schedule A and the references herein to Schedule A shall be deemed to include such schedule as supplemented and amended.

3. The State Agency shall promptly notify the Sponsor of any change in the minimum requirements or in assigned rates of reimbursement.

4. A Sponsor which operates its program under a fee, concession or contract arrangement with a food service management company or under a similar arrangement must include a copy of their management company contract with the Application-Agreement to the State Agency to be eligible for participation.

5. For the purpose of this Agreement, the following terms shall be construed to mean, respectively:

(a) Cost of providing a meal: food used, labor, benefits, supplies, depreciation and indirect costs associated with a reimbursable meal served to a child.

(b) School Year: A period of twelve calendar months beginning with July 1 of any calendar year and ending with June 30 of the following calendar year.

(c) Nonprofit Lunch Program: A food service program maintained for the benefit of children and where all of the income is used solely for the operation or improvement of such food service.

(d) Sponsor: The board of education of a school district which serves youth in high school grade or under or the governing body of an institution.

(e) Milk: See Definition in Part 3.

B. THE STATE AGENCY AGREES THAT:

To the extent of funds available, the State Agency shall reimburse the Sponsor in connection with the cost of providing a meal or milk in the schools listed in the attached Schedule A, in any school year during which this Agreement is in effect. The amount of reimbursement on behalf of any sponsor shall not exceed the lesser or (a) an amount equal to the number of lunches served to children of high school grade or under, multiplied by the rate assigned by the State Agency, or by such other rate amount equal to the number of lunches served to children of high school grade or under, multiplied by the rate assigned by the State Agency, or by such other rate as may be subsequently assigned by the State Agency, or (b) the cost of providing a meal.

C. THE SPONSOR AGREES THAT:

In general, it will supervise school food service operations in the schools listed in Schedule A and, in particular, will require each school to:

1. Operate a nonprofit food service and use program income only for program purposes; provided, however, that such income shall not be used to purchase land, to acquire or construct buildings, or to make alterations of existing buildings. Only income from sources other than Federal or children's payments may be used to finance out-of-State travel of school lunch personnel. All direct costs for the school lunch program must be paid before indirect costs can be paid from reimbursement.

2. Limit its operating balance to a level consistent with program needs; and upon request by the State Agency explain the need for balances of more than 3 months operating cost. (Depreciation reserve is not included in the operating balance.)

3. Serve lunches which meet the requirements for a reimbursable school lunch prescribed on page 2 hereof or as amended by the Omnibus Reconciliation Bill of 1981, during the period designated as the lunch period by the school.

4. Price the school lunch as a unit. (All five components for a set price)

5. Supply lunches without cost or at reduced price to children that qualify according to income criteria prescribed by the United States Department of Agriculture.

6. Claim reimbursement only for the type of lunches specified in Schedule A in this Agreement served to children in grades K-12. Make no discrimination against any child because of inability to pay the full price.

7. Submit claims for reimbursement in accordance with procedures established by the State Agency.

8. Maintain in the storage, preparation, and service of food, proper sanitation and health standards, in conformance with all applicable State and local laws and regulations.

9. Purchase in as large quantities as can be efficiently utilized in the program, the foods designated as plentiful by the State Agency. Purchases made with program funds must comply with the established procurement standards as set forth in section 210.19a of the National School Lunch Regulations.

10. Accept and use in as large quantities as can be efficiently utilized in the program, the foods offered as a donation by the United States Department of Agriculture (USDA).

11. Upon request, make all accounts and records pertaining to the program available to the State Agency and the USDA for audit or review at a reasonable time and place.

12. Furnish proper storage and facilities to properly safeguard against theft, spoilage and other losses as recommended by the State Agency for all USDA commodities requested and accepted by the Sponsor. The State Agency and the USDA are authorized to inspect, at any reasonable time, commodities in storage, storage facilities or warehouses used in the storage of commodities. The Sponsor agrees to install thermometer, suitable ventilation; provide specified temperatores for certain commodities within their own buildings and use all items on the basis of – First In–First Out. If recommended storage for perishables is not available within the Sponsor's own buildings, it will be permissible to remove the commodities from their premises for the purpose of providing proper storage in local commercial locker plants or with merchants who have such storage, provided the Sponsor makes arrangements with said locker plants or merchants to maintain a current record of receipts, withdrawals and balances. Under no circumstances may donated commodities be stored in private homes.

13. To request and accept commodities on a 30 day basis ONLY according to the rates of distribution established by the State Agency. Items not fully utilized in the 30 day period for which they are accepted will be reordered only in the amount required for the succeeding 30 day period.

14. That commodities received, according to this Agreement, will be used SOLELY for the benefit of those persons served by the SPONSOR and will not be processed commercially, or disposed of WITHOUT WRITTEN APPROVAL of the State Agency. UNDER NO CIRCUMSTANCES will USDA commodities be sold, traded or used off the premises of the Sponsor, as indicated in this Agreement. The use of any USDA donated commodities by an ineligible recipient constitutes damage to the federal government under the law. When such irregularities are brought to the attention of the State Agency, it will be necessary for the sponsor agency to make satisfactory settlement with the State Agency for the illegal use of such commodities.

15. To assume the liability for all losses resulting from, (a) gross neglect by failure to provide proper storage or care, (b) failure of mechanical equipment, and (c) improper use of any commodity. Recovery for the value of such losses, will be made at the option of the State Agency.

16. A record of all commodities received (including the date and quantity) according to the Sponsor's copy of Form SM-4221, Delivery Receipt of USDA Donated Commodities. The Sponsor must sign and date all four copies of Form SM-4221 in ink or indelible pencil upon receipt of the commodities, and must retain the one copy for record purposes. The Sponsor shall maintain a perpetual inventory record which shall reflect, as a minimum, a record of receipts, withdrawals, and inventory balances of all commodities. The State Agency and the USDA are authorized to inspect and audit these books and records, including financial records, at any reasonable time or place to insure compliance with the conditions in this agreement.

17. To furnish the State Agency with an inventory of all USDA commodities on hand upon request of said State Agency.

18. That either the Sponsor or the State Agency may terminate this Agreement by giving a 30 day notice in writing to the other party. The State Agency may cancel this Agreement, immediately upon receipt of evidence that the terms and conditions thereof have not been fully complied with. Subject to such notice of termination or cancellation of the Agreement, the Sponsor agrees to comply with the instructions of the State Agency — either to distribute all remaining USDA commodities in accordance with provisions of this Agreement or to return such inventories to their distribution outlet upon written authorization from the State Agency — USDA commodities will NOT be transferred or destroyed without written permission from the State Agency — and to submit such reports as are required by the State Agency to record final distribution of such inventories.

19. To dispose of salvageable containers in accordance with instructions prescribed by the State Agency. Funds accruing from the sale of containers, profits derived from the feeding program salvage of commodities, or recoveries from insurance involving lost donated commodities shall be used only for the payment of expenses related to the commodity distribution program.

20. To report to the State Agency any complaint in connection with the condition or improper use of donated commodities.

21. Supply a copy of the Bi-Annual Audit of the Food Service Program following the guidelines prescribed by the state agency.

22. Provide a means to encourage student and adult input into the program.

D. REQUIREMENTS FOR REIMBURSABLE SCHOOL LUNCH

1. A REIMBURSABLE SCHOOL LUNCH SHALL CONTAIN AS A MINIMUM: (These are basic guidelines. Portions may vary depending on age of group being fed.)

   (a) One-half pint of fluid milk: See Definition in Part 3.

   (b) Two ounces (edible portion as served) of lean meat, poultry or fish; or two ounces of cheese, or one egg; or one-half cup of cooked dry beans or peas; or four tablespoons of peanut butter; or an equivalent quantity of any combination of the above-listed foods. To be counted in meeting this requirement, these foods must be served in a main dish or in a main dish and one other menu item.

   (c) A three-fourth cup serving consisting of two or more vegetables or fruits or both. Full-strength vegetable or fruit juice may be counted to meet not more than one-half of the total requirement.

(d) One slice of whole-grain or enriched bread; or a serving of cornbread, biscuits, rolls, muffins, etc., made of wholegrain or enriched meal or flour; or ½ cup cooked serving of rice, pasta, bulgur or grits. Minimum of eight servings per week.

(e) The State Agency may allow sponsors to serve children in the elementary grades, lesser quanti of the items specified above; Provided, however, that such allowances are based on the lesser food needs of younger children. If emergency conditions prevent a sponsor normally having a supply of fluid milk from temporarily obtaining delivery, the State Agency may approve reimbursement for lunches served without milk during the emergency period.

PART 2. SCHOOL BREAKFAST PROGRAM

A. THE STATE AGENCY AND THE SPONSOR MUTUALLY AGREE THAT

1. Schools may be added or deleted from Schedule A as need arises, and the references herein to Schedule A shall be deemed to include such schedule supplemented and amended.

2. The State Agency will promptly notify the sponsor of any change in the minimum breakfast requirements or the assigned rate of reimbursement. The State Agency will not make any change in the minimum breakfast requirements to become effective other than at the beginning of a fiscal year.

3. A school which operates its breakfast program under a fee, concession or contract arrangement with a food service management company or under a similar arrangement *must* include a copy of their management company contract with this Application-Agreement to the State Agency.

4. For the purpose of this Agreement, the following terms will mean, respectively:

   (a) *Breakfast:* Breakfast means a meal served to school children at the beginning of a school day and shall contain as a minimum the three basic components of
   (1) one-half pint of fluid milk to be used as a beverage or on cereal or in combination.
   (2) one-half cup serving of fruit or vegetable, or full-strength fruit or vegetable juice.
   (3) one slice of whole grain or enriched bread or 3/4 cup serving or 1 oz., whichever is les of enriched whole grain cereal (cooked or dry) or the equivalent.

   To improve nutrition it is recommended additional protein foods be provided when possible.

   (b) *Cost of Providing a Meal:* Cost of Food used, labor, benefits, supplies, depreciation and indirect costs that can be associated with a breakfast served to a child.

   (c) School Year: A period of twelve calendar months beginning with July 1 of any calendar year and ending with June 30 of the following calendar year.

   (d) *One-half Pint of Fluid Milk:* See Definition in Part 3.

   (e) *Nonprofit Breakfast Program:* Food service maintained for the benefit of children, all of the income from which is used solely for the operation or improvement of such food service.

   (f) *Sponsor:* The governing body responsible for the administration of a school or high school grade or under. The term also includes a nonprofit agency to which such school has delegated authority for the operation of its non-profit lunch program.

5. The terms of this Agreement will not be modified or changed in any way other than by the consent in writing of both parties hereto.

B. THE SPONSOR AGREES THAT

To the extent of funds available, the State Agency will reimburse the Sponsor in connection with the cost of providing a meal for the school breakfast program in the schools listed in Schedule A in any school year during which this Agreement is in effect. The amount of reimbursement on behalf of any school will not exceed the lesser of (a) an amount equal to the number of breakfasts served to children of high school grade or under multiplied by the rate assigned by the State Agency or by such other rate as may subsequently assigned by the State Agency, or (b) the cost of providing a meal.

It will supervise school breakfast operations in the schools listed in Schedule A and will require each school to:

1. Operate a nonprofit breakfast program and use program income only for program purposes. However, such income shall not be used to purchase land, to acquire or construct buildings, or to make alterations of existing buildings.

2. Serve breakfasts which meet the requirements for a school breakfast during a period designated as the breakfast period by the school.

3. Price the school breakfast as a unit.

4. Supply breakfasts without cost or at reduced price to all children who are determined by the school authorities to be unable to pay the full price thereof.

5. Claim reimbursement only for breakfasts served to children which meet the requirements at the rate assigned or by such other rate as the State Agency may subsequently assign.

6. Submit claims for reimbursement in accordance with procedure established by the State Agency.

7. Maintain in the storage, preparation and service of food, proper sanitation and health standards, in conformance with all applicable State and local laws and regulations.

8. Maintain necessary facilities for storing, preparing and serving food.

9. Maintain full and accurate records of the breakfast program, and retain such records for a period of three years after the end of the school year to which they pertain.

10. Upon request make all accounts and records pertaining to the breakfast program available to the State Agency or the USDA for audit or administrative review at a reasonable time and place.

11. Make no discrimination against any child because of inability to pay the full price of breakfast.

PART 3. SPECIAL MILK PROGRAM (Participating District *can not* participate in other federal programs covered by this agreement)

DEFINITION OF MILK:

Includes fluid types of whole, low fat, skim milk or cultured buttermilk, or flavored milk, which meet State standards for such milk.

Flavored milk must meet the standard for whole, skim or low-fat milk to which flavoring has been added. If whole milk is served, low-fat milk must also be available.

A. THE STATE AGENCY AND THE SPONSOR MUTUALLY AGREE:

1. That Schedule A is a listing of schools or facilities within the district, and shall be a part of this Agreement.

2. That schools or facilities may be added to or deleted from Schedule A as need arises, upon request, and such references to Schedule A herein shall be deemed to include such amendments.

B. THE SPONSOR AGREES:

1. One-half Pint of Fluid Milk: See the above Definition.

2. That the purchase price of milk shall not include straws, equipment purchases, vending machine rentals, other rentals, maintenance, service, etc.

3. To convert various size cartons of milk into half-pints for reporting purposes.

4. To maintain milk invoices and other records of operation for a period of three years, and to make th available to the State Agency and the United States Department of Agriculture for examination or aud purposes.

5. To submit claim forms as prescribed by the State Agency.

6. To operate the program on a non-profit basis. Any funds accruing as a result of the service of milk shall be used only for such purposes as will further increase the availability to and consumption of milk by children.

C. THE STATE AGENCY AGREES:

To reimburse the Sponsor for each one-half pint of fluid milk served to children (exclusive of those served with breakfast and/or lunch), the exact rate to be determined according to the regulations and the funds available. Ample notice of such rates shall be provided the Sponsor by the State Agency.

PART 4 RECORDKEEPING REQUIREMENTS

1. The sponsor must keep full and accurate records of the lunch, special milk and breakfast programs to serve as a basis for the claim for reimbursement and for audit and review purposes. The records to be kept three years dating from the close of the federal fiscal year to which they pertain.

   (a) MEAL SERVICE.

      (1) Daily number of lunches, by type, special milk and breakfast served to children.

      (2) Daily number of lunches, by type, special milk and breakfasts, served free or at reduced price.

      (3) Daily number of lunches, special milk and breakfasts served adults.

      (4) Daily amounts of food prepared and served.

   (b) PROGRAM INCOME RECEIPTS.

      (1) From children's payments.

      (2) From Federal reimbursement, including Federal reimbursement under the National School Lunch and Child Nutrition Acts (Lunches, Special Milk and Breakfast Programs).

      (3) From State Reimbursement.

      (4) General Fund, (Subsidy).

      (5) Loans.

      (6) From all other sources, (adults, banquets, a la carte).

   (c) PROGRAM EXPENDITURES. Supported by invoices, receipts or other evidence of expenditure.

      (1) For food (include all milk.)

      (2) For labor.

      (3) Repayment of loans or advances.

      (4) All other cash expenditures.

   (d) VALUE OF DONATIONS TO PROGRAM.

      (1) Donated food, exclusive of foods donated by the U.S. Department of Agriculture.

      (2) Donated services.

      (3) All donations other than food and services.

PART 5. CERTIFICATION

To qualify for Federal financial assistance, the program application must be accompanied by a written assurance that the program or facility will be operated in compliance with the civil rights laws and implementing nondiscrimination regulations.

1. The sponsor hereby agrees that it will comply with Title VI of the Civil Rights Act of 1964 (42 U.S.C. 2000d et seq.), Title IX of the Education Amendments of 1972 (20 U.S.C. 1681 et seq.), Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794), the Age Discrimination Act of 1975 (42 U.S.C. 6101 et seq.); all provisions required by the implementing regulations of the Department of Agriculture; Department of Justice Enforcement Guidelines, 28 CFR 50.3 and 42; and FNS directives and guidelines, to the effect that, no person shall, on the grounds of race, color, national origin, sex, age or handicap, be excluded from participation in, be denied benefits of, or otherwise be subject to discrimination under any program or activity for which the program applicant receives Federal financial assistance from FNS; and hereby gives assurance that it will immediately take measures necessary to effectuate this agreement.

2. By accepting this assurance, the sponsor agrees to compile data, maintain records and submit reports, as required, to permit effective enforcement of the nondiscrimination laws and permit authorized USDA personnel during normal working hours to review such records, books and accounts as needed to ascertain compliance with the nondiscrimination laws. If there are any violations of this assurance, the Department of Agriculture, Food and Nutrition Service, shall have the right to seek judicial enforcement of this assurance. This assurance is binding on the sponsor and its successors, transferees and assignees, as long as they receive assistance or retain possession of any assistance from the Department. The person or persons whose signatures appear below are authorized to sign this assurance on behalf of the sponsor."

Signature of Superintendent or Authorized Official	Title	Date
Contact Person	Telephone-Area Code/Local No.	

PART 6.

APPROVAL BY:

STATE AGENCY

Signature of Authorized Official	APPROVAL DATE

SS-4458A (LEA & ISD)
6/83

Michigan Department of Education
Food and Nutrition Program
SCHOOL MANAGEMENT SERVICES
Box 30008, Lansing, Michigan 48909

INSTRUCTIONS: Free and Reduced Price Meals Policy Statement 1983–84

Public Law 94-105 makes mandatory the service of reduced price meals in those schools participating in the National School Lunch, Breakfast, and Commodity Foods Programs.

I. Completion of Policy Statement

A. Complete BOTH copies of the Policy Statement including name of school district and agreement number as it appears on your current application-agreement.

B. BOTH copies must be signed by the authorized official of the school district.

II. Distribution of Information to Parents and News Media

A. Letters to Parent (prototype attachment #2)

The prototype letter to parents must be duplicated in its entirety (excluding reference to programs which do not apply) on the School District letterhead, and mailed to each school family, or sent home with each child attending school.

B. Application for Free and Reduced Price Meals and Free Milk (prototype attachment #3)

The prototype application must be duplicated in its entirety (exclude reference to programs which do not apply and distributed as outlined in (A) above). An *"application"* must accompany each *"letter to parents."*

C. News Media Release (prototype attachment #4)

The prototype Public Announcement must be submitted by the individual school district or jointly with your Intermediate School District to a local newspaper for publication.

III. Use of Income Scale

A. Look up family size, and if income level is at or below the corresponding rate listed in Scale A, the children must receive free meals and/or milk.

EXAMPLE: Family of four with income of $10,000 annually.
$10,000 is below the maximum figure of $12,870, therefore, the children qualify for free meals and/or milk at school.

B. Look up family scale, and if income level is above the corresponding free scale (A) but at or below the maximum corresponding reduced price scale (B), the children qualify for reduced price meals.

EXAMPLE: Family of four with income of $15,000 annually.
$15,000 is above the free scale (A) but below the maximum figure of $18,315 on the reduced price scale (B). Therefore, the children qualify for meals at reduced cost.

Breakfast — May not exceed .30 cents.
Lunch — May not exceed .40 cents.

C. Foster Children – (In cases where the welfare agency has placed a child in a permanent home and/or subsidizes the child's adoption, the child is considered a member of the family.)

There are two categories of foster children. They are as follows:

1. If the child is a resident of a licensed "Group Foster" Home, he or she is considered a single-person family and only his/her actual spending money is considered income. Residents of Residential Institutions are also treated this way.

2. If the welfare agency is legally responsible for the child and the foster home is, in fact, an extension of the welfare agency, the foster child is considered a one-member family, and his or her actual spending money is considered income.

(over)

D. Families receiving ADC (Aid to Dependent Children)

All income including ADC payments to children not legally adopted by the stepfather *are* considered as *income to the family as a whole.* U.S.D.A.'s definition of a family does not specify legal relationshps, but instead considers the family as an economic unit.

E. Unemployed Parents

Children of unemployed parents may qualify for free or reduced-price meals if the total family income *including* unemployment compensation, sub-pay, welfare payments, ADC payments, etc. fall within the prescribed family scale.

The family must still meet income eligibility criteria in order to qualify as either free or reduced. The fact that someone is unemployed does not automatically determine eligibility.

IV. Mailing Instructions

BOTH completed copies of the YELLOW Policy Statement must be mailed or delivered to the STATE Office not later than September 15, 1983.

Include copies of:

1. ATTACHMENT #2 – Your District's Letter to Parents
2. ATTACHMENT #3 – Your District's Application
3. ATTACHMENT #4 – Your District's Public Announcement
4. ATTACHMENT #5 – Your District's Collection Procedure

SS-4458-SL
(07-83)

MICHIGAN DEPARTMENT OF EDUCATION
SCHOOL MANAGEMENT SERVICES
FOOD AND NUTRITION PROGRAM
BOX 30008, LANSING, MICHIGAN 48909
PHONE (517) 373-3347

CONTROL #
NEW APP.

1984 SCHOOL BREAKFAST, LUNCH AND SPECIAL MILK PROGRAM APPLICATION

SCHOOL FOOD AUTHORITY
ENTER COMPLETE ADDRESS BELOW

FOR STATE USE ONLY
AGREEMENT NO...
SPONSOR QUALIFIER...
EFFECTIVE MONTH.....

1. FEDERAL EMPLOYER # _____ AND SCHOOL DISTRICT CODE _____

2. OPERATED BY FOOD SERVICE MANAGEMENT CO. ?
(CIRCLE YOUR ANSWER) YES NO

3. CIRCLE THE TYPE(S) OF MILK PROGRAM YOU OPERATE (IF APPLICABLE):

** FREE ** ** PRICING ** ** NON-PRICING **

IF PRICING, THE AVERAGE CHARGE PER ½ PINT IS...

4. AVERAGE CHARGE:

	ELEMENTARY	SECONDARY	ADULT	REDUCED
BREAKFAST.				
LUNCH.....				

5. CIRCLE THE SUMMER MONTHS DURING WHICH SCHOOL WILL BE IN SESSION MORE THAN 10 DAYS:

JUNE JULY AUGUST

ON THE ENCLOSED BLANK APPLICATION FORM, COMPLETE THE REQUIRED DATA FOR EACH BUILDING (SITE) BEING UTILIZED THIS YEAR. YOU MAY NEED TO PHOTOCOPY THE BLANK FORM IF YOU REQUIRE MORE SPACES.

NAME OF DISTRICT CONTACT PERSON: _____ _____
PLEASE PRINT TITLE

PHONE: ( ) _____
AREA LOCAL

NAME OF PERSON AUTHORIZED TO SIGN YOUR CLAIMS: _____ _____
PLEASE PRINT TITLE

_____ _____
SIGNED DATE

MICROFILMED FROM BEST AVAILABLE COPY

SS-4458-SL
(07-83)

MICHIGAN DEPARTMENT OF EDUCATION
SCHOOL MANAGEMENT SERVICES
FOOD AND NUTRITION PROGRAM
BOX 30008, LANSING, MICHIGAN 48909
PHONE (517) 373-3347

CONTROL #
NEW APP.

1984 SCHOOL BREAKFAST, LUNCH AND SPECIAL MILK PROGRAM APPLICATION

FOR STATE USE ONLY
AGREEMENT NO...
EFFECTIVE MONTH....

SCHOOL NAME..

IN THE SPACES PROVIDED BELOW, ENTER EACH BUILDING (SITE), ESTIMATED ENROLLMENT AND TUITION, CIRCLE THOSE PROGRAM(S) TO BE OPERATED BY EACH.

BUILDING (SITE) NAME & ADDRESS	(STATE USE) BUILDING CODE	ESTIMATED ENROLLMENT	TUITION	SCHOOL DISTRICT CODE	
					BREAKFAST LUNCH MILK
					BREAKFAST LUNCH MILK
					BREAKFAST LUNCH MILK
					BREAKFAST LUNCH MILK
					BREAKFAST LUNCH MILK

SM-4458A
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Direct questions regarding this form to
(517) 373-3347

Michigan Department of Education
School Management Services
FOOD AND NUTRITION PROGRAM
Box 30008, Lansing, Michigan 48909

1983–84 NATIONAL SCHOOL LUNCH PROGRAM/COMMODITY DISTRIBUTION, BREAKFAST PROGRAM OR SPECIAL MILK: POLICY STATEMENT

Check One or More: ☐ School Lunch ☐ Breakfast
☐ Special Milk (this program is now available only in schools not participating in the lunch or breakfast program)
☐ Commodity School Program

EDUCATIONAL AGENCY	Legal Name of School District	Agreement No.	Telephone-Area Code/Local No.
	Address	City	ZIP Code

MAILING INSTRUCTIONS: Return TWO copies by September 15, 1983 to the STATE address indicated above.

NOTE: If the policy statement is approved by the State, ONE copy will be returned to you for your file.

The school food authority assures the Michigan Department of Education that the school system will uniformly implement the following policy to determine children's eligibility for free or reduced-price meals in all National School Lunch Program, School Breakfast Program, and Commodity schools under its jurisdiction. In fulfilling its responsibilities the school food authority:

A. Agrees to serve meals free to children whose income is at or below the guidelines listed in Scale A (Attachment #1).

B. Agrees to serve reduced price meals to children from families whose income is at or below the guidelines listed in Scale B of Attachment #1.

C. Agrees to provide these benefits to children of families who are experiencing strikes, layoffs and unemployment which cause the family income to fall below the guidelines in Attachment #1.

D. Agrees that there will be no physical segregation of, nor any other discrimination against, any child because of inability to pay the full price of the meal. The names of the children eligible to receive free meals or reduced price meals shall not be published, posted, or announced in any manner and there shall be no overt identification of any such children by use of special tokens or tickets or any other means. Further assurance is given that children eligible for free meals, or reduced-price meals *shall not be required to:*

1. Use a separate lunchroom.
2. Go through a separate serving line.
3. Enter the lunchroom through a separate entrance.
4. Eat meals at a different time.
5. Eat a meal different from the one sold to children paying the full price different from that sold to children paying the full price.
6. Work for their meals or milk.

E. Agrees that in the operation of child feeding programs, no child shall be discriminated against because of race, sex, color, national origin, age or handicap.

F. Agrees to verify applications for meal or milk benefits in accordance with program regulations and maintain records of such verification.

G. Agrees to establish and use a fair hearing procedure for parents appeals of the school's decisions on applications and for school officials challenges to the correctness of information contained in an application, or to the continued eligibility of any child for free meals, or reduced-price meals. During the appeal and hearing, the child will continue to receive free meals or reduced price meals. A record of all such appeals and challenges and their dispositions shall be retained for 3 years.

Prior to initiating the hearing procedure, the parent or local school official may request a conference to provide an opportunity for the parent and school official to discuss the situation, present information, and obtain an explanation of data submitted in the application and decisions rendered. Such a conference shall not in any way prejudice or diminish the right to a fair hearing. The hearing procedure shall provide the following:

1. A publicly-announced, simple method for making an oral or written request for the hearing.
2. An opportunity to be assisted or represented by an attorney or other person.
3. An opportunity to examine, prior to and during the hearing, the documents and records presented to support the decision under appeal.
4. Reasonable promptness and convenience in scheduling a hearing and adequate notice as to the time and place of the hearing.
5. An opportunity to present oral or documentary evidence and arguments supporting its position.
6. An opportunity to question or refute any testimony or other evidence and to confront and cross-examine any adverse witnesses.
7. That the hearing be conducted and the decision made by a hearing official who did not participate in the decision under appeal.
8. That the decision of the hearing official be based on the oral and documentary evidence presented at the hearing and made a part of the hearing record.
9. That the parties concerned and any designated representative thereof be notified in writing of the decision of the hearing official.
10. That for each hearing, a written record be prepared, including the decision under appeal, any documentary evidence and a summary of any oral testimony presented at the hearing, the decision of the hearing official and the reasons therefor, and a copy of the notification to the parties concerned of the hearing official's decision.
11. That such written record be preserved for a period of 3 years and shall be available for examination by the parties concerned or their representatives at any reasonable time and place during such period.

H. Agrees to designate _____ (NAME) _____ (TITLE) to review applications and make determination of eligibility. This official will use the criteria outlined in this policy to determine which individual children are eligible for free meals and free milk or reduced price meals. Only the reduced-price guidelines may be included in the lunch or breakfast letter.

I. Agrees to develop and send to each child's parent or guardian a letter as outlined herein, including an application form for free or reduced-price meals at the beginning of each school year and whenever there is a change in eligibility criteria.

Parents will be requested to complete the application and return it to the determining official (named in H) for review. Such applications and documentation of action taken will be maintained for 3 years after the end of the fiscal year to which they pertain.

Applications may be filed at any time during the year or whenever income changes $800 or more per year. Any parent enrolling a child in a school for the first time, at any time during the year, shall be supplied with such documents. If a child transfers from one school to another under the jurisdiction of the same school food authority, his/her eligibility for free meals, or reduced-price meals will be transferred to and honored by the receiving school.

All children from a family will receive the same benefits. Within ten working days of the receipt of applications, parents or guardians will be notified individually of the acceptance or denial of their applications. Children will be served meals and milk immediately upon the establishment of their eligibility.

When an application is rejected, parents or guardians will be informed in writing of the reason for denial and of the hearing procedure. The designated hearing official is _____ (TITLE AND ADDRESS)

J. Agrees to submit to the informational media a public release containing the same information outlined in the letter to parents, local employment offices, major employers contemplating large layoffs, and minority and grass root organizations. This public release must contain both the free and reduced-price income guidelines.

K. Agrees to establish a procedure to collect from children who pay for their meals and milk and to account for the number of free, reduced-price, and full price meals served and the number of half-pints of full-price milk served. The procedure described in Attachment #5 will be used so that no other child in the school will consciously be made aware of such procedure or the identity of the children receiving reduced-price meals or free meals.[2]

NOTE: [1] This person must be someone not involved in the original eligibility determination. Further, it is suggested that he or she hold a position superior to that of the determining official.
[2] Describe in detail in Attachment #5, the payment collection method(s) used in each school or group of schools.

L. Agrees to submit to the *Michigan Department of Education* any alterations, public announcements, etc., prior to implementation. Such changes will be effective only upon approval. All changes in eligibility criteria must be publicly announced in the same manner used at the beginning of the school year.

M. Reduced price meals must be provided.
Prices charged for reduced-price meals are as follows: Breakfast_____¢ Lunch_____¢
Maximum charge is .40 for lunch and .30 for breakfast.

The School Food Authority understands that this notice does not become effective until the completed form is on file in the state office. No reimbursement for meals nor use of commodity foods will be provided to School Food Authorities with unapproved policies after September 30, 1983.

N. ATTACHMENTS: The following attachments are adopted with and considered part of this policy.

Attachment 1: Eligibility criteria for free meals and free milk, and for reduced-price meals.

Attachment 2: Letter to parents. (Sample copy used must be returned)

Attachment 3: Application Form (Sample copy used by sponsor must be returned)

Attachment 4: Public release (Sample copy must be returned)

Attachment 5: Collection Procedure (Completed copy must be returned)

O. Title IX Compliance

Compliance has been made with Title IX, Education Amendments of 1972, prohibiting sex discrimination in education.

(Check ONE only)
☐ YES
☐ NO

Signature of Superintendent or Authorized Official	Title	Date
Contact Person		Telephone — Area Code/Local No.

APPROVAL BY:

STATE AGENCY

Signature of Authorized Official	APPROVAL DATE

SM-4458A
4/83

Attachment #1
Free and Reduced Meals

Michigan Department of Education
School Management Services
FOOD AND NUTRITION PROGRAM
Lansing, Michigan 48909

GUIDELINES FOR USE IN ALL MICHIGAN SCHOOLS AND RESIDENTIAL INSTITUTIONS FOR FREE AND REDUCED PRICE MEALS AND FREE MILK

Family income criteria to be used for the 1983-84 fiscal year for School Lunch, School Breakfast, and Special Milk Programs.

TOTAL FAMILY SIZE	A. SCALE FOR FREE MEALS AND FREE MILK	B. SCALE FOR REDUCED PRICE MEALS
1	6,318	8,991
2	8,502	12,099
3	10,686	15,207
4	12,870	18,315
5	15,054	21,423
6	17,238	24,531
7	19,422	27,639
8	21,606	30,747
EACH ADDITIONAL FAMILY MEMBER	2,184	3,108

All children from families at or below the income levels in Column A are eligible to receive meals or milk at no cost*, if available. (Special Milk Program). Column A is used for the School Lunch, Breakfast, and Special Milk Programs.

In addition, Federal PL-94-105 makes mandatory the service or reduced price meals to those children from families within the range of incomes in Column B. These children must be provided with lunches at a price not exceeding 40 cents. If the Breakfast Program is available, all children qualifying for free and reduced price lunches will also qualify for free and reduced price breakfasts. The charge for a reduced price breakfast may not be more than 30 cents.

Column B *must* therefore be used in providing reduced price meals.

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Date _____

Attachment #2 (Letter)
Free & Reduced Price Meals

Dear Parent or Guardian

The _____ School serves nutritious meals every school day. Students may buy lunch for _____ cents and breakfast for _____ cents.

Children from families whose income is at or below the level shown on the attached scale may be eligible for either free meals or meals at a reduced price of 40 cents for lunch and 30 cents for breakfast.

To apply at any time during the year for free or reduced price meals for your children, complete the attached application and return it to the school. Within 10 days of receiving your application, the school will let you know whether or not your children are eligible. Please answer all questions on the form. All applications must include total number of household members, total household income, social security number for each adult, and signature of adult parent or guardian.

If, during the school year, there are changes in your family size or substantial changes in your income, you must report such changes to the school's officials in order that appropriate eligibility adjustments are made. Unemployed persons may be eligible to receive free or reduced price meals for their children.

- **Verification** – The information on the application may be verified at any time during the school year.
- **Foster Children** – In most cases foster children are also eligible for these benefits. If you have foster children living with you and you wish to apply for such meals for them, please report the information regarding foster children on the application.
- **Nondiscrimination** – All children are treated the same regardless of ability to pay. In the operation of child feeding programs, no child will be discriminated against because of race, sex, color, national origin, handicap, or age.
- **Mid-Year Application** – If you do not wish to apply now or if you are not now eligible, you may apply for benefits any time during the school year. Please contact the school at any time during the school year to apply for meal benefits.
- **Reporting Changes** – If you are approved for meal benefits, you must report any changes in household size and increases in income of more than $50 a month or $600 per year. If you are not eligible for benefits now, you may apply for benefits during the school year if your income decreases or household size increases. Call the school official listed at the end of this letter to report changes.
- **Social Security Number** – You must provide the social security number of all household members 21 years or older. If the person has no social security number, indicate "none"; or if the person is ineligible, indicate that none can be acquired. If you do not provide this information, benefits will be denied.
- **Fair Hearing** – If you do not agree with the school's decision on your application, you may wish to discuss it with the school. If you wish to review the decision further, you have a right to a fair hearing. This can be done by calling or writing:

_____ Name _____ Address _____ Telephone

Children from families whose total current family income is at or below the levels shown on the following scale are eligible for Federally subsidized meals. The district will notify you if your children qualify for free or reduced price meals.

FAMILY SIZE	INCOME	
	YEARLY	MONTHLY
1	8,991	750
2	12,099	1,009
3	15,207	1,268
4	18,315	1,527
5	21,423	1,786
6	24,531	2,045
7	27,639	2,304
8	30,747	2,563
EACH ADDITIONAL FAMILY MEMBER	3,108	259

We hope that the changes in the application do not create confusion. If we can be of any further assistance, please do not hesitate to contact us.

_____ Name

If any member of a household believes he/she has been discriminated against, he/she should write immediately to the Secretary of Agriculture, Washington, D.C., 20250.

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Attachment #3

APPLICATION FOR FREE AND REDUCED PRICE MEALS

To apply for free and reduced price school meals, fill out this form and return it to the school office. You must complete a **separate** application for each child.

STUDENT FOR WHOM APPLICATION IS MADE

Student Name _____
Last First Grade School Room Number

HOUSEHOLD MEMBERS

List names of all related or unrelated persons who live in your household and share living expenses. (Include child listed above)

Write Social Security Number for all adults. Write "None" for those who do not have one.*

Names of Children	Names of Adults (Over 21 Yrs. Old)	Social Security No.

Total number of **all** household members _____

*SOCIAL SECURITY NUMBERS: "Section 9 of the National School Lunch Act requires that in order for your child to be eligible for free or reduced price meals, you must provide the social security numbers of all adult members of your household. Provision of these social security numbers is not mandatory, but failure to provide the numbers will result in a denial of the application for free or reduced price benefits. This notice must be brought to the attention of all household members whose social security numbers are disclosed. The social security numbers may be used to identify household members in carrying out efforts to verify the correctness of information stated on the application. These verification efforts may be carried out through program reviews, audits and investigation and may include contacting employers to determine income, contacting the state employment security office to determine the amount of benefits received, and checking the documentation given by household members to prove the amount of income. These efforts may result in a loss or reduction of benefits, administrative claims or legal actions if incorrect information is reported."

HOUSEHOLD INCOME

Indicate source and amount of current income before deductions such as taxes and social security. If you receive more than one check from any one of these sources, please indicate the total monthly amount received. For household members for whom last month's income was much higher or lower than normal, list that person's expected income for this year.

	TOTAL AMOUNT PER MONTH
Wages, Salary	$ _____
Social Security	_____
Public Assistance (Welfare)	_____
Unemployment	_____
Child Support (Alimony)	_____
Pension or Retirement	_____
Other	_____
TOTAL MONTHLY INCOME	$ _____

FOSTER CHILDREN — In cases where the welfare agency has placed a child in a permanent home and or subsidizes the child's adoption, the child is considered a member of the family.

If your child is in category A or B, described below, place a check mark in the proper box and write in the required income information.

☐ A. If the welfare agency is legally responsible for the child and the foster home is, in fact, an extension of the welfare agency, the foster child is considered a one-member family.
List his or her spendable income per month $_____

☐ B. If the child is a resident of a licensed "Group Foster" Home or a residential institution, he or she is considered a single person family and only his/her actual spending money is considered income.
List his/her spendable income per month $_____

FOOD STAMPS: You are allowed to receive both food stamps and school meal benefits. You are not required to answer this question. However, if you answer "Yes," we may verify this information with the food stamp office.
Does your household currently receive food stamp benefits? ☐ YES ☐ NO

(Continued on reverse side of page.)

OPTIONAL INFORMATION:

This information is requested for statistical purposes only.

(Check ONE)

- ☐ American Indian or Alaskan Native
- ☐ Asian or Pacific Islander
- ☐ Black, not of Hispanic Origin
- ☐ Hispanic
- ☐ White, not of Hispanic Origin

SIGNATURE

I hereby certify that all of the information is true and correct and that all income is reported. I understand that this information is being given in connection with the receipt of Federal funds; that school officials may verify information; and that deliberate misrepresentation may subject me to prosecution under applicable State and Federal criminal statutes.

X _____
Signature of Adult Household Member — Date

Please print: _____
Name — Address — Telephone

FOR SCHOOL USE ONLY — DO NOT WRITE BELOW THIS LINE

- ☐ Approved for free meals
- ☐ Approved for reduced price meals
- ☐ Temporary approval for free/reduced price meals until _____ Date
- ☐ Denied
  Reason for Denial _____
- ☐ Parents Notified

_____
Approved By — Date

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Attachment #3a
(Approval-Disapproval Form to Parents)

Dear Parent or Guardian:

Your application for free and reduced price meals and/or free milk for your child has been evaluated.

Name of Child	Grade	School
_____	_____	_____

APPROVED

☐ Free Lunches

☐ Reduced price lunches. Your cost _____ c per meal.

☐ Free milk

DISAPPROVED

☐ More than one child listed in the application. Please send corrected copy.

☐ Total household income missing. Please send corrected copy.

☐ Total number in family missing. Please send corrected copy.

☐ Signature of parent or guardian missing. Please send corrected copy.

☐ Your social security numbers are missing.

☐ Foster child information is incomplete.

☐ Total household income exceeds published income scales.

☐ Other

You may reapply at any time during the school year, but if, during the school year, there are changes in your family size or increases in income which exceed $50 a month or $600 per year, you must report such changes in order that appropriate adjustments may be made if necessary.

If you wish to review the decision further, you have a right to a fair hearing. This can be done by calling or writing the following official:

NAME _____

TITLE _____

ADDRESS _____

TELEPHONE _____

If any member of a household believes he/she has been discriminated against, he/she should write immediately to the Secretary of Agriculture, Washington, D.C., 20250.

SM-445SA
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Attachment
(Schoo

SAMPLE PUBLIC RELEASE

_____ today announced its policy for Free Meals and Free
(Local School Food Authority)
Milk or Reduced-Price Meals, for children unable to pay the full price of meals and milk served under the National School Lunch, School Breakfast, Special Milk Program, and U.S.D.A. Donated Foods Programs.

Local school officials have adopted the following family size and income criteria for determining eligibility.

TOTAL FAMILY SIZE	A. SCALE FOR FREE MEALS AND FREE MILK	B. SCALE FOR REDUCED-PRICE MEALS
1	6,318	8,991
2	8,502	12,099
3	10,686	15,207
4	12,870	18,315
5	15,054	21,423
6	17,238	24,531
7	19,422	27,639
8	21,606	30,747
Each additional family member	2,184	3,108

Children from families whose income is at or below the levels shown are eligible for (free meals or reduced-price meals).

Application forms are being sent to all homes in a letter to parents. Additional copies are available at the principal's office in each school. This information may be verified at any time during the school year. Applications may be submitted at any time during the year.

For the school officials to determine eligibility, the household must provide the following information listed on the application: Names of all household members; social security numbers of all adult household members or a statement that the household member does not possess one; total household income; and the signature of an adult household member certifying that the information provided is correct. Households are required to report increases in household income of over $50 per month or $600 per year and decreases in household size.

To discourage the possibility of misrepresentation, the application forms contain a statement above the space for signature certifying that all information furnished in the application is true and correct. An additional statement is added to warn that the application is being made in connection with the receipt of Federal funds, that school officials may verify the information in the application, and that deliberate misrepresentation of information may subject the applicant to prosecution under applicable State and criminal statutes.

In most cases, foster children are also eligible for these benefits. If a family has foster children living with them and wishes to apply for such meals for them, it should contact the school.

Children of unemployed parents may qualify for free or reduced price meals if total family income including welfare payments, unemployment compensation and sub-pay benefits fall within the prescribed family income guidelines.

Under the provisions of the policy _____
(Title of Determining Official)
will review applications and determine eligibility. If a parent is dissatisfied with the ruling of the official, he or she may make a request either orally or in writing to _____
(Name, address, phone of the hearing official)
for a hearing to appeal the decision. The policy contains an Outline of the hearing procedure.

In the operation of child feeding programs, no child will be discriminated against because of race, sex, color, national origin, age, or handicap.

If any member of a household believes he/she has been discriminated against, he/she should write immediately to the Secretary of Agriculture, Washington, D.C.,20250.

COLLECTION PROCEDURE

In making collections from children who pay for their meals, and in accurately accounting for the number of free or reduced-price meals served, one of the procedures described below must be observed in order that no other child in the school will be made aware, by such procedure, of the identity of the children receiving free or reduced-price meals.

a. *Ticket system (100%):* Very workable in nearly all situations. Students go to designated areas (e.g. School office, Cafeteria manager's office, School nurse, etc.) during the day. At such time all participants are issued a numbered ticket or token good for either a day or a week as the case may be. Those students who receive free milk are provided with their ticket or token. All tickets or tokens are identical, except for code numbers known only to authorized school personnel and used for accounting purposes. To encourage the sale of weekly tickets, individual daily tickets should cost more, i.e. weekly rate $.80 per day or $4 and the daily rate $.85 per day.

b. *Ticket system (partial):* Tickets are offered for sale at specific times and places as in a. above. All are eligible to purchase tickets. Needy children will be provided tickets free or at a reduced price.

c. *Envelope System:* The homeroom teacher provides each child with an envelope for daily or weekly meal payments. Pupils return the envelopes with payment if full or empty if free either to the homeroom teacher or school office. At a specific time either the homeroom teacher or school office issues tickets or tokens accordingly. All tickets or tokens are identical except for code numbers known only to authorized personnel and used for accounting purposes. At all times, when paying, when tickets or tokens are used, and at meal time, the anonymity of free or reduced meal recipients is protected.

d. *Roster or Class List:* All students are on a list. Money is collected elsewhere and students are (x) checked off as they receive their meal.

e. Pre-Paid List: Free lunch recipients are included in the list automatically, reduced-price and full-paid children are allowed to pay in advance for the lunch (daily, weekly, etc.), and their names are added to the list.

Children's names are checked as they go through the serving line.

The procedure for advance payment for the lunches should be explained to the children and parents.

f. Combination of two or more of the above methods.

Method Accepted: ☐ a. ☐ b. ☐ c. ☐ d. ☐ e. ☐ f.

Other (Explain): _____

_____

NOTE: Explain in detail if you do not use methods a. through f. Methods a. through f. are used to obtain daily meal counts at the "point of service" (cafeteria line).

NSLP/SBP COLLECTION CHECKLIST ON PAGE 2.

NSLP/SBP COLLECTION PROCEDURE CHECKLIST

To help us further analyze your collection procedure, please answer the following questions. State agency monitors will contact your office if your collection procedure is unacceptable.

I. Preventing Overt Identification

	Yes	No	
1.	☐	☐	Are there any serving lines which offer reinbursable meals set up to receive cash only?
2.	☐	☐	Are children eligible for free or reduced-price meals required to use a separate dining area, go through a separate serving line, enter the dining room through a separate entrance or consume their meals at a different time?

Questions 3 through 6 are applicable only to ticket or token systems.

3.	☐	☐	Are students eligible for free or reduced-price meals required to obtain their medium of exchange (tickets or tokens) in a different manner or location from the paying students? Is it obvious which children are receiving free tickets/tokens?
4.	☐	☐	Are tickets/tokens available only to students eligible for free or reduced price meals?
5.	☐	☐	Are children who purchase meals with cash on the serving line generally unaware that tickets/tokens are available?
6.	☐	☐	Is there anything about the tickets/tokens for free or reduced-price students, other than code numbers with several digits or letters, which distinguishes them from the paying students' tickets/tokens? For example, different colored tickets/tokens, different colored marks on tickets/tokens, single letter or single digit codes, obvious codes – F2348, RF4932, P8132, or different colored ink on tickets/tokens are unacceptable.

II. Have an adequate accounting system, generally at the point of service

7.	☐	☐	Are claims based solely on meal counts taken in the classroom before the meal service?
8.	☐	☐	Are meal counts based on the number of tickets/tokens sold and distributed?
9.	☐	☐	Are meal counts based solely on tray or plate counts?
10.	☐	☐	Is the number of free and reduced price meals claimed based on the maximum number of children eligible to receive those meals?

DIRECTIONS FOR COMPLETING FORM SS-4458-SL

Application-Agreement School Lunch, School Breakfast, Commodities and Special Milk Programs

General District Information

Check printed district information for accuracy, i.e., agreement number, Federal I.D. number, district name and address. Correct any inaccurate information by lining through the incorrect portion and entering the correct information. Please note that this application-agreement is due into the State Office by September 15, 1983.

Item 1. Operated by Food Management Company - Indicate if your district has, or is contemplating, contracting with a food management company. If yes, please be advised that the contract must be submitted to our office for approval. (If assistance is needed regarding the regulatory aspects of contracting with management companies, please contact Edgar Loring at the State Office.)

Item 2. Type of Milk Program - If you intend to participate in the Special Milk Program, circle the appropriate type. Special Milk Program Reimbursement is available only to buildings that do not participate or have available, a Federally reimbursed meal program. Definitions of the different Special Milk Program options are:

Free - Free milk is provided to children who qualify, based on income. Applications must be maintained on file; the same as for free or reduced priced meals.

Pricing - Children who do not qualify for free milk, pay a fee for milk.

Non-pricing - All children receive milk free of charge, but no family income data is collected and maintained on file.

Average Charge per ½ Pint - Complete this item only if children pay a fee for milk (pricing program). Indicate the ½ pint charge in the following manner: $.15 if each ½ pint is sold for fifteen cents. Please show decimal point.

Item 3. Average Charge - Enter the average meal (breakfast and/or lunch) charge at the elementary level, secondary level (middle school, junior high, and senior high), adults and reduced price charge to eligible children. Note: The maximum reduced priced charge cannot exceed 40 cents for lunch and 30 cents for breakfast. Charges should be shown pursuant to the following examples: $.80 to indicate an eighty cent charge and $1.05 for a one dollar and five cent charge. Again, the decimal point is important.

Item 4. Summer months - Circle the appropriate months that programs are to be operated longer than the normal school year (September - May). Indicate the additional months in which you will operate more than 10 days. Any normal activity in June or August that represents less than 10 days may be included on the May or September claim. If the operation is to extend beyond 10 days, the month must be circled to insure you receive a claim form. This entry is not to be confused with summer school programs.

Name of district contact person - This should be the name of the person within the district who can answer questions regarding information submitted by your district. Please include the telephone number of this contact person.

Name of person authorized to sign your claim - This should be the name of the individual authorized by the district to sign agreements and claim forms. If the signature is missing, the application will be returned.

Pages 2, 3 - These pages will list all buildings that participated the previous fiscal year. Be sure to circle the program(s) each building will be participating in during this school year. If no programs are to be operated, line out the building information. If any information is incorrect, cross it out and enter the information on the additional page provided. Example:

~~XYZ School~~ ~~1542 High Street~~ ~~Anywhere, MI 48000~~	~~999999999~~	XYZ School 1542 Low Street Anywhere, MI 48000	999999999

Annual tuition - non-public schools must indicate the average tuition actually paid by students in this building. Scholarship students should be calculated at the maximum tuition charge per grade level.

If you add buildings on the additional page, do not put in building code numbers unless it has a Michigan Department of Education assigned school building number.

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Michigan Department of Education
School Management Services
FOOD AND NUTRITION PROGRAM
Box 30008, Lansing, Michigan 48909

INSTRUCTIONS:
POLICY STATEMENT: SPECIAL MILK ONLY PROGRAMS

I. Definitions

A. "Regular Special Milk" — Milk that is sold at a reduced price to all children regardless of income.

B. "Free Milk" — Milk served free as a part of the Special Milk Program to those children qualifying under the prescribed Family Income Guidelines for 1983–84. Service of free milk is *optional*.

C. "Special Milk" — All 1/2 pints of fluid milk sold at a reduced price to children, *excluding milk served as a component of the National School Lunch, Breakfast Program.* Milk that is given to children who are not eligible for free milk is considered milk sold.

D. "Milk" — Milk which can be served in addition to fluid whole milk now includes fluid types of lowfat skim milk or cultured buttermilk which meets state standards for such milk, and flavored milk made from whole milk meeting state standards for whole milk (3.25% butterfat).

Flavored (chocolate) milk must be the standard for whole milk to which flavoring is added. (Chocolate *drink* is not allowed.)

II. Distribution of Information to Parents and News Media (For Districts Choosing to Make Free Milk Available for Eligible Children)

A. Letters to Parent (prototype attachment #2).

The prorotype letter to parents must be duplicated in its entirety by the School District on District letterhead, and mailed to each school family, or sent home with each child attending school on or about the opening of school.

B. Application for Free Milk (prototype attachment #3).

The prototype application must be duplicated in its entirety, and distributed as outlined above. An "application" must accompany each "letter to parents."

C. News Media Release (prototype attachment #4).

The prototype Public Announcement must be submitted by individual school districts or jointly with your Intermediate School District to a local newspaper for publication on or about the opening of school.

School district newsletters mailed to each postal recipient and church bulletins (church affiliated non-public school only) are also acceptable.

IV. Use of Income Scale

A. Look up family size and if income level is at or below the corresponding rate listed in Scale A, the children must receive free milk.

EXAMPLE: Family of four with income of $8,130 annually.

$8,130 is below the maximum figure of $12,870, therefore, the children qualify for free milk at school.

B. Foster Children – (In cases where the welfare agency has placed a child in a permanent home and/or subsidizes the child's adoption, the child is considered a member of the family.)

There are two categories of foster children. They are as follows:

1. If the child is a resident of a licensed "Group Foster" Home, he or she is considered a single-person family and only his/her actual spending money is considered income. Residents of Residential Institutions are also treated this way.

2. If the welfare agency is legally responsible for the child and the foster home is, in fact, an extension of the welfare agency, the foster child is considered a one-member family and only his/her actual spending money is considered income.

C. Families receiving A.D.C. (Aid to Dependent Children)

All income including *A.D.C. payments* to children not legally adopted by the stepfather *are* considered as *income to the family as a whole*. U.S.D.A.'s identification of a family does not specify legal relationships, but instead considers the family as an economic unit.

V. Mailing Instructions

BOTH completed copies of the BLUE Policy Statement must be mailed or delivered to the STATE Office not later than September 15, 1983.

Include copies of:

1. ATTACHMENT #2 – Your District's Letter to Parents
2. ATTACHMENT #3 – Your District's Application
3. ATTACHMENT #4 – Your District's Public Announcement
4. ATTACHMENT #5 – Your District's Collection Procedure

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Direct questions regarding this form to
(517) 373-3347

Michigan Department of Education
School Management Services
FOOD AND NUTRITION PROGRAM
Box 30008, Lansing, Michigan 48909

1983–84 SPECIAL MILK PROGRAM: POLICY STATEMENT

☐ REGULAR ☐ FREE MILK

EDUCATIONAL AGENCY	Legal Name of School District	Agreement No.	Telephone — Area Code/Local No.
	Address	City	ZIP Code

MAILING INSTRUCTIONS:

Return TWO copies by September 15, 1983 to the STATE address indicated above.

NOTE: If the policy statement is approved by the State, ONE copy will be returned to you for your file.

THE FOLLOWING APPLIES TO DISTRICTS ELECTING TO SERVE FREE MILK

The school food authority assures the Michigan Department of Education that the school system will uniformly implement the following policy to determine children's eligibility for free milk in all schools under its jurisdiction. In fulfilling its responsibilities the school food authority:

A. Agrees to serve milk free to children from families whose income is at or below the guidelines listed in Scale A, (Attachment #1)

B. Agrees to provide these benefits to children of families who are experiencing strikes, layoffs and unemployment which cause the family income to fall below the guidelines in Attachment #1.

C. Agrees that there will be no physical segregation of, nor any other discrimination against any child because of his inability to pay the full price of the milk. The names of the children eligible to receive free milk shall not be published, posted, or announced in any manner and there shall be no overt identification of any such children by use of special tokens or tickets or any other means. Further assurance is given that children eligible for free milk, *shall not be required to:*

1. Work for their milk.
2. Use a separate lunchroom.
3. Go through a separate serving line.
4. Enter the lunchroom through a separate entrance.
5. Drink milk at a different time.
6. Drink milk different from that sold to children paying the full price.

D. Agrees that in the operation of the special milk program, no child shall be discriminated against because of race, creed, sex, color, age, national origin, or handicap.

E. Agrees to establish and use a fair hearing procedure for parents appeals of the school's decisions on applications and for school officials challenges to the correctness of information contained in an application, or to the continued eligibility of any child for free milk. During the appeal and hearing, the child will continue to receive free milk. A record of all such appeals and challenges and their dispositions shall be retained for 3 years.

Prior to initiating the hearing procedure, the parent or local school official may request a conference to provide an authority for the parent and school official to discuss the situation, present information, and obtain an explanation of data submitted in the application and decisions rendered. Such a conference shall not in any way prejudice or diminish the right to a fair hearing. The hearing procedure shall provide the following:

1. A publicly-announced, simple method for making an oral or written request for the hearing.
2. An opportunity to be assisted or represented by an attorney or other person.
3. An opportunity to examine, prior to and during the hearing, the documents and records presented to support the decision under appeal.

4. Reasonable promptness and convenience in scheduling a hearing and adequate notice as to the time and place of the hearing.
5. An opportunity to present oral or documentary evidence and arguments supporting its position.
6. An opportunity to question or refute any testimony or other evidence and to confront and cross-examine any adverse witnesses.
7. That the hearing be conducted and the decision made by a hearing official who did not participate in the decision under appeal.
8. That the decision of the hearing official be based on the oral and documentary evidence presented at the hearing and made a part of the hearing record.
9. That the parties concerned and any designated representative thereof be notified in writing of the decision of the hearing official.
10. That for each hearing, a written record be prepared, including the decision under appeal, any documentary evidence and a summary of any oral testimony presented at the hearing, the decision of the hearing official and the reasons, therefore, and a copy of the notification to the parties concerned of the hearing official's decision.
11. That such written record be preserved for a period of 3 years and shall be available for examination by the parties concerned or their representatives at any reasonable time and place during such period.

F. Agrees to verify applications for milk in accordance with program regulations and maintain records of such verification.

G. Agrees to designate _____ to review applications and
(TITLE)
determination of eligibility. This office will use the criteria outlined in this policy to determine which individual children are eligible for free milk.

H. Agrees to develop and send to each child's parent or guardian a letter as outlined herein, including an application form for free milk at the beginning of each school year and whenever there is a change in eligibility criteria.

Parents will be requested to complete the application and return it to the determining official (named in G) for review. Signed applications and documentation of action taken will be maintained for 3 years after the end of the fiscal year to which they pertain.

Application may be filed at any time during the year. Any parent enrolling a child in a school for the first time, at any time during the year, shall be supplied with such documents. If a child transfers from one school to another under the jurisdiction of the same school food authority, his eligibility for free milk will be transferred to and honored by the receiving school.

All children from a family will receive the same benefits. *Within ten working* days of the receipt of applications, parents or guardians will be notified individually of the acceptance or denial of their applications. Children will be served milk immediately upon the establishment of their eligibility.

When an application is rejected, parents or guardians will be informed of the reason for denial and of the hearing procedure. The designated hearing official is

_____[1]
(TITLE AND ADDRESS)

I. Agrees to submit to the informational media a public release containing the same information outlined in the letter to parents, local employment offices, major employers contemplating large layoffs, and minority and grass root organizations.

J. Agrees to establish a procedure to collect from children who pay for their milk and to account for the number of free and full price ½ pints of milk served. The procedure described in Attachment 5 will be used so that no other child in the school will consciously be made aware of such procedure of the identity of the children receiving free milk.[2]

K. Agrees to submit to the Michigan Department of Education any alterations, public announcements, etc., prior to implementation. Such changes will be effective only upon approval. All changes in eligibility criteria must be publicly announced in the same manner used at the beginning of the school year.

The School Food Authority understands that this notice does not become effective until the completed form is on file in the state office. *No reimbursement for milk will be provided to School Food Authorities with* unapproved policies after September 30, 1983.

NOTE: [1] This person must be someone not involved in the original eligibility determination. Further, it is suggested that he or she hold a position superior to that of the determining official.
[2] Describe in detail in Attachment #5, the payment collection method(s) used in each school or group of schools.

L. Title IX Compliance
Compliance has been made with Title IX, Education Amendments of 1972, prohibiting sex discrimination in education. (Check ONE only)
☐ YES ☐ NO

ATTACHMENTS: The following attachments are adopted with and considered part of this policy if you elect to serve free milk.

Attachment 1: Eligibility criteria for free meals and free milk, and for reduced-price meals

Attachment 2: Letter to parents (Sample copy used by sponsor must be returned)

Attachment 3: Application Form (Sample copy used by sponsor must be returned)

Attachment 4: Public release (Sample copy must be returned)

Attachment 5: Collection Procedure (Completed copy must be returned)

Superintendent or Authorized Official	Title	Date
Contact Person		Telephone — Area Code/Local No.

APPROVAL BY:

STATE AGENCY

Authorized Official	APPROVAL DATE

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Attachment #1 (Free Milk)

STATE BOARD OF EDUCATION GUIDELINES FOR USE IN ALL MICHIGAN SCHOOLS FOR FREE MILK

Family Income Criteria to be used for the 1983–84 fiscal year for School Milk Programs.

TOTAL FAMILY SIZE	A. SCALE FOR FREE MILK
1	6,318
2	8,502
3	10,686
4	12,870
5	15,054
6	17,238
7	19,422
8	21,606
EACH ADDITIONAL FAMILY MEMBER	2,184

All children from families at or below the income levels in Column A are eligible to receive milk at no cost, and must be served free. (See Instructions Sheet)

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Date_____

Attachment #2 (Letter)
(Free Milk)

Dear Parent or Guardian:

The_____ School serves milk every school day. Students may buy milk for_____ cents.

To apply at any time during the year for free milk for your children, complete the attached application and return it to the school. Within 10 days of receiving your application, the school will let you know whether or not your children are eligible. Please answer all questions on the form. All applications must include total number of household members, total household income, social security number for each household member, and signature of parent or adult guardian.

If, during the school year, there are changes in your family size or substantial changes in your income, you must report such changes to the school's officials in order that appropriate eligibility adjustments are made. Unemployed persons may be eligible to receive free or reduced-price meals for their children.

- **Verification** – The information on the application may be verified at any time during the school year.
- **Foster Children** – In most cases foster children are also eligible for these benefits. If you have foster children living with you and you wish to apply for such meals for them, please report the information regarding foster children on the application.
- **Nondiscrimination** – All children are treated the same regardless of ability to pay. In the operation of child feeding programs, no child will be discriminated against because of race, sex, color, national origin, or handicap.
- **Mid-Year Application** – If you do not wish to apply now or if you are not now eligible, you may apply for benefits any time during the school year. Please contact the school at any time during the school year to apply for milk benefits.
- **Reporting Changes** – If you are approved for milk benefits, you must report any changes in household size and increases in come of more than $50 a month or $600 per year. If you are not eligiole for benefits now, you may apply for benefits during the school year if your income decreases or household size increases. Call the school official listed at the end of this letter to report changes.
- **Social Security Number** – You must provide the social security number of all household members 21 years or older. If the person has no social security number, indicate "none"; or if the person is ineligible, indicate that none can be acquired. If you do not provide this information, benefits will be denied.
- **Fair Hearing** — If you do not agree with the school's decision on your application, you may wish to discuss it with the school. If you wish to review the decision further, you have a right to a fair hearing. This can be done by calling or writing:

_____ Name _____ Address _____ Telephone

Children from families whose total current family income is at or below the levels shown on the following scale are eligible for Federally subsidized milk. The district will notify you if your children qualify for free milk.

FAMILY SIZE	INCOME	
	YEARLY	MONTHLY
1	6,318	527
2	8,502	709
3	10,686	891
4	12,870	1,073
5	15,054	1,255
6	17,238	1,437
7	19,422	1,619
8	21,606	1,801
EACH ADDITIONAL FAMILY MEMBER	2,184	182

We hope that the changes in the application do not create confusion. If we can be of any further assistance, please do not hesitate to contact us.

_____ Name

_____ Title

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Attachment #3
(Free Milk)

APPLICATION FOR FREE MILK

To apply for free milk, fill out this form and return it to the school office. You must complete a separate application for each child.

STUDENT FOR WHOM APPLICATION IS MADE

Student Name _____
Last First Grade School Room Number

HOUSEHOLD MEMBERS

List names of all related or unrelated persons who live in your household and share living expenses. (Include child listed above)

Write Social Security Number for all adults. Write "None" for those who do not have one. *

Names of Children	Names of Adults (Over 21 Yrs. Old)	Social Security No.

Total number of all household members _____

*SOCIAL SECURITY NUMBERS: "Section 9 of the National School Lunch Act requires that in order for your child to be eligible for free milk, you must provide the social security numbers of all adult members of your household. Provision of these social security numbers is not mandatory, but failure to provide the numbers will result in a denial of the application for free milk. This notice must be brought to the attention of all household members whose social security numbers are disclosed. The social security numbers may be used to identify household members in carrying out efforts to verify the correctness of information stated on the application. These verification efforts may be carried out through program reviews, audits and investigation and may include contacting employers to determine income, contacting the state employment security office to determine the amount of benefits received, and checking the documentation given by household members to prove the amount of income. These efforts may result in a loss or reduction of benefits, administrative claims or legal actions if incorrect information is reported."

HOUSEHOLD INCOME

Indicate source and amount of current income before deductions such as taxes and social security. If you receive more than one check from any one of these sources, please indicate the total monthly amount received. For household members for whom last month's income was much higher or lower than normal, list that person's expected income for this year.

	TOTAL AMOUNT PER MONTH
Wages, Salary	$ _____
Social Security	_____
Public Assistance (Welfare)	_____
Unemployment	_____
Child Support (Alimony)	_____
Pension or Retirement	_____
Other	_____
TOTAL MONTHLY INCOME	$ _____

FOSTER CHILDREN — In cases where the welfare agency has placed a child in a permanent home and/or subsidizes the child's adoption, the child is considered a member of the family.

If your child is in category A or B, described below, place a check mark in the proper box and write in the required income information.

☐ A. If the welfare agency is legally responsible for the child and the foster home is, in fact, an extension of the welfare agency, the foster child is considered a one-member family.
List his/her spendable income per month $ _____

☐ B. If the child is a resident of a licensed "Group Foster" Home, he or she is considered a single person family and only his/her actual spending money is considered income.
List his/her spendable income per month $ _____

FOOD STAMPS: You are allowed to receive both food stamps and school milk benefits. You are not required to answer this question. If you answer "YES," we may verify this with the food stamp office.

Does your household currently receive food stamp benefits? ☐ YES ☐ NO

(Continued on reverse side of page.)

OPTIONAL INFORMATION:

This information is requested for statistical purposes only.
(Check ONE)

- ☐ American Indian or Alaskan Native
- ☐ Asian or Pacific Islander
- ☐ Black, not of Hispanic Origin
- ☐ Hispanic
- ☐ White, not of Hispanic Origin

SIGNATURE

I hereby certify that all of the information is true and correct and that all income is reported. I understand that this information is being given in connection with the receipt of Federal funds; that school officials may verify information; and that deliberate misrepresentation may subject me to prosecution under applicable State and Federal criminal statutes.

X _____
Signature of Adult Household Member — Date

Please print: _____
Name — Address — Telephone

FOR SCHOOL USE ONLY — DO NOT WRITE BELOW THIS LINE

- ☐ Approved for free milk
- ☐ Temporary approval for free milk until _____ Date
- ☐ Denied
  Reason for Denial _____
- ☐ Parents Notified

_____
Approved By — Date

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Attachment #3a
(Approval-Disapproval
Form to Parents)
Free Milk

Dear Parent or Guardian:

Your application for free milk for your child has been evaluated.

Name of Child	Grade	School

APPROVED

☐ Free milk

DISAPPROVED

☐ More than one child listed in the application. Please send corrected copy.

☐ Total household income missing. Please send corrected copy.

☐ Total number in family missing. Please send corrected copy.

☐ Signature of parent or guardian missing. Please send corrected copy.

☐ Your social security numbers are missing.

☐ Foster child information is incomplete.

☐ Total household income exceeds published income scales.

☐ Other

You may reapply at any time during the school year, but if, during the school year, there are changes in your family size or increases in income which exceed $50 a month or $600 per year, you must report such changes in order that appropriate adjustments may be made if necessary.

If you wish to review the decision further, you have a right to a fair hearing. This can be done by calling or writing the following official:

NAME _____

TITLE _____

ADDRESS _____

TELEPHONE _____

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Attachment #4 (Free Milk)

SAMPLE PUBLIC RELEASE

_____today announced its policy for *Free Milk* for children unable to pay the full price of milk served under the Special Milk Program.

Local school officials have adopted the following family size and income criteria for determining eligibility.

TOTAL FAMILY SIZE	A. SCALE FOR FREE MILK
1	6,318
2	8,502
3	10,686
4	12,870
5	15,054
6	17,238
7	19,422
8	21,606
EACH ADDITIONAL FAMILY MEMBER	2,184

Children from families whose income is at or below the levels shown are eligible for free milk.

Application forms are being sent to all homes in a letter to parents. Additional copies are available at the principal's office in each school. This information may be verified at any time during the school year. Applications may be submitted at any time during the year.

For the school officials to determine eligibility, the household must provide the following information listed on the application: Names of all household members; social security numbers of all adult household members or a statement that the household member does not possess one; total household income; and the signature of an adult household member certifying that the information provided is correct. Households are required to report increases in household income of over $50 per month or $600 per year and decreases in household size.

To discourage the possibility of misrepresentation, the application forms contain a statement above the space for signature certifying that all information furnished in the application is true and correct. An additional statement is added to warn that the application is being made in connection with the receipt of Federal funds, that school officials may verify the information in the application, and that deliberate misrepresentation of information may subject the applicant to prosecution under applicable State and criminal statutes.

In most cases, foster children are also eligible for these benefits. If a family has foster children living with them and wishes to apply for free milk for them, it should contact the school.

Children of unemployed parents may qualify for free milk if total family income including welfare payments, unemployment compensation and sub-pay benefits fall within the prescribed family income guidelines.

Under the provisions of the policy _____
(Title of Determining Official)

will review applications and determine eligibility. If a parent is dissatisfied with the ruling of the official, he or she may make a request either orally or in writing to _____
(Name, address, phone of the hearing official)

for a hearing to appeal the decision. The policy contains an outline of the hearing procedure.

In the operation of special milk programs, no child will be discriminated against because of race, sex, color, national origin, age, or handicap.

If any member of a household believes he/she has been discriminated against, he/she should write immediately to the Secretary of Agriculture, Washington, D.C.,20250.

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Attachment #5 (Collection Procedure)
Free Milk

COLLECTION PROCEDURE

In making collections from children who pay for their milk, and in accurately accounting for the number of free milk served, one of the procedures described below must be observed in order that no other child in the school will be made aware, by such procedure, of the identity of the children receiving free milk.

a. *Ticket system (100%):* Very workable in nearly all situations. Students go to designated areas (e.g. School office, Cafeteria manager's office, School nurse, etc.) during the day. At such time all participants are issued a numbered ticket or token good for either a day or a week as the case may be. Those students who receive free milk are provided with their ticket or token. All tickets or tokens are identical, except for code numbers known only to authorized school personnel and used for accounting purposes. To encourage the sale of weekly tickets, individual daily tickets should cost more, i.e. weekly rate $.05 per day or $.20 and the daily rate $.07 per day.

b. *Ticket system (partial):* Tickets are offered for sale at specific times and places as in a. above. All are eligible to purchase tickets. Needy children will be provided tickets free.

c. *Envelope System:* The homeroom teacher provides each child with an envelope for daily or weekly meal payments. Pupils return the envelopes with payment if full price or empty if free either to the homeroom teacher or school office. At a specific time either the homeroom teacher or school office issues tickets or tokens accordingly. All tickets or tokens are identical except for code numbers known only to authorized personnel and used for accounting purposes. At all times, when paying, when tickets or tokens are used, and at milk time, the anonymity of free milk recipients is protected.

d. *Roster or Class List:* All students are on a list. Money is collected elsewhere and students are (x) checked off as they receive their milk.

e. Pre-Paid List: Free milk recipients are included in the list automatically, full-paid children are allowed to pay in advance for the milk (daily, weekly, etc.), and their names are added to the list.

Children's names are checked as they go through the serving line.

The procedure for advanced payment for the milk should be explained to the children and parents.

f. Combination of two or more of the above methods.

Method Accepted: ☐ a. ☐ b. ☐ c. ☐ d. ☐ e. ☐ f.

Other (Explain): _____

_____

NOTE: Explain in detail if you do not use methods a. through f. Methods a. through f. are used to obtain daily milk counts at the "point of service" (cafeteria line).

SPECIAL MILK PROGRAM COLLECTION PROCEDURE CHECKLIST IS ON PAGE 2 OF ATTACHMENT #5.

SPECIAL MILK COLLECTION PROCEDURE CHECKLIST

To help us further analyze your collection procedure, please answer the following questions. State agency monitors will contact you if your collection procedure is unacceptable.

I. Preventing Overt Identification

	Yes	No	
1.	☐	☐	Are there any serving lines which offer milk set up to receive cash only?
2.	☐	☐	Are children eligible for free milk required to use a separate dining area, go through a separate serving line, enter the dining room through a separate entrance or consume their meals at a different time?

Questions 3 through 6 are applicable only to ticket or token systems.

3.	☐	☐	Are students eligible for free milk required to obtain their medium of exchange (tickets or tokens) in a different manner or location from the paying students? Is it obvious which children are receiving free tickets/tokens?
4.	☐	☐	Are tickets/tokens available only to students eligible for free milk?
5.	☐	☐	Are children who purchase milk with cash on the serving line generally unaware that tickets/tokens are available?
6.	☐	☐	Is there anything about the tickets/tokens for free milk students, other than code numbers with several digits or letters, which distinguishes them from the paying students' tickets/tokens? For example, different colored tickets/tokens, different colored marks on tickets/tokens, single letter or single digit codes, obvious codes – F2348, RP4332, P6132, or different colored ink on tickets/tokens are unacceptable.

II. Have an adequate accounting system, generally at the point of service

7.	☐	☐	Are claims based solely on milk counts taken in the classroom before milk service?
8.	☐	☐	Are milk counts based on the number of tickets/tokens sold and distributed?
9.	☐	☐	Are milk counts based solely on tray or plate counts?
10.	☐	☐	Is the number of free milk claimed based on the maximum number of children eligible to receive free milk?

PUBLISHING HOUSES

1. American School Foodservice Assoc.
   4101 East Iliff Ave.
   Denver, CO 80222
   (800) 525-8575 or (303) 757-8555

2. AVI Publishing Co.
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3. Chiquita Brands, Inc.
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4. Dosix Audio Production
   Double Sixteen Co.
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   Wheaton, IL 60187
   (312) 653-1616

5. Food and Nutrition News
   National Live Stock & Meat Board
   444 North Michigan Ave.
   Chicago, IL 60611

6. General Mills, Inc.
   P.O. Box 1113
   Film Center
   Minneapolis, MN 55440

7. Michigan Legislature
   State Capitol
   Lansing, MI 48909

8. National Education Assoc. of U.S.
   1201 16th St., NW
   Washington, DC 20036

9. U.S. Food and Nutrition Service
   Margaret O'K. Glavin
   Director
   School Programs Division
   USDA - FNS
   Washington, DC 20250
   (202) 447-8130

10. U.S. Government Printing Office
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